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ABSTRACT

This report describes the revisions and innovations accomplished by Xavier University in its elementary teacher education program, after a year's study of the program models of the Comprehensive Elementary Teacher Education Models Project sponsored by the U.S. Office of Education in 1968. Chapter 1 contains a statement of the ideas and approaches deemed most significant in the program models, namely systems analysis, competency-based instruction, and field-centered pre-professional experience. The strengths of the program models are discussed. Chapter 3 contains a summary of the revision to the Xavier University curriculum during the 1970-71 session, and 47 modules of a language arts component are described in detail. Conferences and meetings attended by the staff are listed. Clinical experiences, accompanied by the report forms completed by students, are enumerated. Chapter 3 contains a brief conclusion to the study and indicates the general direction in which the Department of Elementary Education of Xavier University will move in 1971-72 in the revision of its program in order to prepare dynamic, intelligent, flexible, and well-educated elementary school teachers for the decades ahead. (Author/MBM)

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FINAL REPORT
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IMPLICATIONS OF THE U.S.O.E. MODEL ELEMENTARY TEACHER EDUCATION PROJECT FOR XAVIER UNIVERSITY

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New Orleans, Louisiana

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PREFACE

In July of 1969 the U.S. Office of Education invited ten developing institutions to participate in Phase II of the Teacher Education Project, Model Elementary Programs. These institutions were Clark College, Florida A & M University, Jarvis Christian College, Livingston University, Norfolk State College, North Carolina Central University, Shaw University, South Carolina State College, Tennessee A & I University, and Xavier University of Louisiana. Specifically, the role of Xavier University and the other developing institutions was to examine the ten comprehensive elementary teacher education programs developed by nine universities and one regional laboratory in the 1968, Phase I of the Model Teacher Education Project. Participants or Phase I were the University of Massachusetts, the University of Wisconsin, the Ohio Consortium, Florida State University, Michigan State University, University of Georgia, Teachers College, Columbia University, Northwest Regional Educational Laboratory, University of Pittsburgh, and Syracuse University. Julian Parker, Dean of the Graduate School of Xavier University, served as the Project Director for Xavier during the first year of the study.

In the summer of 1970 the role of the nine developing institutions was clarified by the establishment of the Consortium of Southern Colleges and Universities, modestly funded by the U.S. Office of Education, whose aim was to continue the study of the basic theoretical assumptions and procedures underlying the ten program models, and specifically to adapt and to implement some aspects of the innovative proposals of the models whenever feasible for incorporation in the teacher education programs of the developing institutions. Each of the ten universities of the Southern Consortium was to proceed independently, but was to share its experiences with design modification and implementation with other members of the Consortium in order to maximize the human and financial resources of all the developing institutions. Upon the formation of the Consortium the University Dean of Xavier University transferred the continuation of the grant to the direct control of the Elementary Education Department of Xavier under the supervision and direction of its Chairman, Franc F. Rice, with the research and administrative assistance of a member of its faculty, Argiro L. Morgan. The purpose of this report is to summarize the experiences of Xavier University during this two year research study.

SUMMARY

This summary is intended to supply a brief overview of this report that describes the revisions and innovations accomplished by Xavier University of Louisiana in its teacher educational program on the elementary school level after a year's study of the program models of the Comprehensive Undergraduate and Inservice Teacher Education Project sponsored by the U.S. Office of Education in 1968.

Chapter I of the report contains a succinct statement of the ideas and approaches deemed most significant in the program models for the staff of Xavier University; namely, that of systems analysis, that of competency-based instruction, and that of field-centered pre-professional experience. The strengths of the program models are discussed.

Chapter II of this report contains a summary of the revision actually accomplished in the Xavier University curriculum during the 1970-1971 session, and of the conferences and meetings attended by the staff during the process of this revision. Particularly, forty-seven modules of a Language Arts component are described in detail. Clinical experiences, accompanied by the report forms completed by Xavier students, are enumerated also. Notice is given to the meetings and conferences attended by the staff during the 1970-1971 term.

Chapter III of this report contains a brief conclusion to the study, and indicates the general direction in which the Department of Elementary Education of Xavier University will move in 1971-1972 in the revision of its program in order to prepare dynamic, intelligent, flexible, and well-educated elementary school teachers for the decades ahead.

BACKGROUND OF THE STUDY

In the summer of 1969 the Division of Education of Xavier University was awarded a modest grant which enabled members of its faculty to examine the ten Model Teacher Education Programs developed under the auspices of the Department of Health, Education, and Welfare in 1968. Under the terms of the grant, Xavier University, and nine other developing institutions, accepted the responsibility to examine the ten models for implications adaptable for incorporation into their existing programs for the professional preparation of elementary school teachers. Individual and group study, on-site visits to many of the institutions participating in Phase I of the project, and two conferences involving the Model builders, the teacher education staffs of the developing institutions, U.S.O.E. personnel, and other selected consultants, highlighted the year of study.

The program models examined by the staff of Xavier University are highly sophisticated and complex prototypes designed to prepare teachers to function as professional, competent instructors in a world of rapid, massive, and sometimes threatening change. In the past decade changes in both the educational and societal scenes have rendered the traditional approach to education--that is, one of the transmission of skills, knowledges, and understandings of previous generations to contemporary pupils, untenable. Nevertheless, schools of education have been slow to modify existing programs enabling future teachers to experience a mode of inquiry that would encourage the development of that type of flexibility needed to live creatively in a world of rapid change. The magnitude of the implications of educational and social change was recognized by model builders, and programs were designed utilizing systems analysis and employing a variety of innovative features to prepare individuals to function as self-renewing participants in this pervasive educational and social revolution. The purpose of this chapter is to offer a general critique of certain theoretical and pragmatic innovations of the models, indicating the implications the Department of Elementary Education of Xavier University perceived as significant at the close of the initial year of the grant for consideration and employment in the modification of its teacher training program.

A. Systems Analysis

The words systems analysis have multiple meanings. They have been used to refer to the analysis of information for computer programming, the establishment of planned management activities, or simply, the interaction of two or more related parts of some entity. Systems analysis, as understood by the model builders, is understood to be an orderly approach to defining the universe of interest pertaining to the education of elementary school teachers, and of determining what changes in that universe will result in a desired effect. Systems analysis requires that this universe be subdivided into specific subsystems or components based on an analysis of the interacting functions within the system. Each of the components must relate to the achievement of the purposes or the objectives established for the system, and processes must be devised to facilitate the predetermined output. Additionally, alternative approaches and procedures must be available and utilized whenever necessary to adjust an operational component toward its goal. Thus the systems approach to the construction of a viable curriculum for elementary school teachers involves the identification of goal objectives, the identification of subsystems involved in the preparation of elementary school teachers, the specifications of the functions of the subsystems, and the integration of the components into a harmoniously designed, mutually interdependent, dynamic whole, capable of modification and development whenever needed.

Employing systems analysis in the establishment of a program for the training of elementary school teachers, however, posed an inherent dilemna for the model builders. Since no adequate, relatively homogeneous description of the end-product, in this case, the elementary school teacher, could clearly be postulated, especially during an era of rapid change, a heuristic approach had to be employed by the designers in order to produce a given product which could not be totally defined, but would be still capable of creative and inventive functioning within the larger universe of the elementary school. Theoretical assumptions and pragmatic observations as to the current and future role of the elementary school teacher as a designer and programmer of didactic material and experiences, as a facilitator of learning and development, as an organizer of instruction, and as a member of the teaching profession were employed to make operational the theoretical rationale. Given the state of present research in educational practices, and the changing character of the school and society at large, the task confronting the model formulators was formidable. Generally, model builders employed an eclectic and a selective approach

to the conceptualization of the "problem universe," the specifications of subsystems, and the enumeration of goal objectives and operational procedures. Since research and feedback components are essential to any functioning system, however, this selection and focusing, as well as the effectiveness and the efficiency of the various components, were to be measured and utilized for consideration in future adjustments.

The staff of the Elementary Education Department of Xavier University considered that systems analysis design would leave many salutary effects upon teacher education. Unneeded repetition in course offerings of traditional programs could be eliminated; cooperation would be facilitated among the competing, and sometimes antagonistic elements involved in the preparation of teachers; human and physical resources of the university, the school, and the surrounding community could be put to optimum use; the gap between educational theory and practice noted today throughout American education could be narrowed. Moreover, the intent-action-feedback process, central to the functioning of any learning system, appears to be an organizational and administrative parallel to the type of psychological functioning conceptualized by many twentieth-century psychologists, such as Combs, Kelley, Rogers, and Maslow, as essential to a fully-functioning individual living in an era of massive change. In their perceptual-field framework the adequate personality is one capable of increasing openness to his experiences, capable of making decisions based upon a rich, realistic, and readily available perceptual field, and capable of evaluating the results of these decisions, and formulating new courses of action based upon his perception of these results. Since model builders recognized the pervasive social climate of flux as a <u>given</u> at the beginning of their efforts, and had as their general intent the education of an individual capable of creative functioning within a changing environment, it is of no small consequence that the educational processes they envisioned should offer the potential teacher a concrete and living model of the kinds of processes needed for adequate functioning within a changing society.

The staff noted, however, that a university of limited resources, such as Xavier University of Louisiana, should be hesitant about undertaking a total redesign of its undergraduate teacher education program, as would be needed if systems analysis were to be applied rigorously in a reexamination of its curriculum. In the end of the first year of Xavier's participation in this research grant, the staff undertook identification of some of the interrelated components within the present Xavier program, the utilization of a

heuristic approach to systematically determine the goals of these selected components and the design of some alternative procedures to achieve these goals. The following chapter will report on the results of Xavier's efforts in this direction during the year, 1970-1971.

B. Competency-Oriented

All program models were examples of competency-based programs for the preparation of teachers. Briefly stated, a performance-based program is characterized by the specific and explicit enumeration of the behaviorial competencies that a student must demonstrate before he is judged capable of assuming the role of an elementary school teacher. These competencies include those understandings, knowledge, attitudes, skills, and behaviors thought to facilitate the growth and development of children. The prospective teacher must not only demonstrate that he possesses certain specified and required cognitive understandings, as in traditional programs, but he must also demonstrate that he can carry out in practice specified teaching tasks and functions.

The staff of the Elementary Educational Department thought that competency-based programs offer many advantages for the design and implementation of curricular changes for prospective elementary school teachers. Among these benefits were the following:

1. Since the learning objectives and the behaviorial criteria to be applied in the assessment of competencies are stated explicitly in advance, ambiguity is avoided in the teaching/learning dialogue.
2. Multi-paths to the achievement of behaviorial competencies should offer a viable solution to the instruction of students with varying past experiences, different interests, and unique learning styles.
3. Responsibility for learning is shifted from that of the Instructor to that of the individual learners. The Instructor can be viewed more as an enabler of learning than as a dispenser of knowledge. Hopefully, the prospective teachers experiencing this change in the role of the instructor would be more capable of assuming this mode of operation within the elementary school classroom.
4. Evaluation of performance is determined at least partially, and sometimes totally by the learner himself rather than always by an outside observer.
5. Practical experience can be related closely to the theoretical and cognitive understandings being developed.
6. Exit requirements become significant rather than entrance requirements as in traditional programs. This feature is more in harmony with the contemporary demand for accountability in the educational process.

7. Learning is held constant in a competency-based program, while time becomes the variable.

Although the staff of the Elementary Education Department generally felt that competency-based programs hold great promise for the education of teachers, some dangers inherent in the approach were recognized. Perhaps the most fundamental pitfall which could result from an attempt to isolate and to specify explicitly certain observable learning and teaching behaviors is that such an approach could focus on the bits and pieces rather than the Gestalt of the learning process. In one way, this is paradoxical. The word system, while superficially connoting something scientific and mechanical in an analytical process, basically is fundamentally biological in origin and implies a dynamic, interrelationship of harmonious parts achieving a living, functioning entity. A competency-based program not instituted with considerable reflection, and not employing systems analysis could result in a more rigidly prescribed, and stifling curriculum than may exist at present in some traditional programs. Specified behaviors and competencies must be related to over-all goals, and care must be taken to communicate this interrelatedness to the student going through the program. One of the problems in the exportability of the program models involves the danger of the indiscriminate "lifting" of certain pieces from the models without regard to the total rationale and program, and/or the constraints of local conditions.

Other difficulties perceived by the Elementary Education staff in the adaption and implementation of a competency-oriented program at Xavier University included administrative problems involving certification requirements by the state of Louisiana, difficulties in the scheduling and the monitoring of individual students going through such a program by a faculty of a developing institution with limited resources, and establishing self-directed experiences which would not involve inordinately expensive materials and settings to make such a program operational. None of these were thought to be insurmountable by the Xavier staff, but were noted for consideration in any move toward a competency-oriented teacher-training program at Xavier. The following chapter will report on Xavier's initial experiment with the design and the implementation of a selected behaviorized component of its teacher-education curriculum.

C. Field-Centered

Program models recognized that the education of teachers is not the sole responsibility of the university, nor can the university do an effective job without the assistance of the

community school systems. Indeed, certain competencies specified by the models could only be attained within a school setting. Moreover, the ten models recognized that clinical experiences within schools must begin early within a teacher training program, and must be related to the cognitive content being considered and explored within the university setting. Local school districts must serve as feedback mechanisms to the university on the quality of the training programs of the university, in order that revision can be made within existing programs if the need is apparent. Several models, Toledo and Wisconsin, for example, involved local school districts directly in the teacher education program. Florida State University proposed a "portal" school which not only served as a setting for pre-professional, clinical experiences, but also as a transitional environment for the first year teacher from the Florida State program. The Syracuse Model not only conceptualized a protocooperative between the teacher education institution and the public schools, but also involved regional laboratories and educational industries in structuring and implementing its program.

The staff of the Elementary Education Department of Xavier University felt that the concept of early field experiences within public and parochial schools of the community offered a rich potentiality for exploration and development. Although Xavier University, a small, predominantly black, Catholic institution of higher learning, could not hope to establish the type of cooperative endeavor in the near future as envisioned by some of the model builders, the recruitment of capable, concerned, and committed teachers in the school systems served by Xavier University and the coordination of their efforts with those of the University staff to schedule clinical experiences and to assess student performance was a commitment of the Department for the school year 1970-1971. Part B of Chapter II of this report will indicate the scope and the nature of initial work in this area during the past year.

II

ACTIVITIES OF THE SECOND YEAR OF THE STUDY

In May of 1970, Xavier University presented a work statement to the U.S. Office of Education which specified which particular theoretical assumptions and procedural components of the program models had immediate practicality for consideration in the revision of the teacher education program of Xavier University. In particular, the work statement cited the utilization of a systems analysis approach, employing behaviorial objectives for the selection of appropriate experiences for prospective elementary school teachers and the coordination of university experiences with field experiences within public and parochial schools as those elements of the program models which would be employed in Xavier's initial modification of its teacher education program. The work statement went on to clarify which aspects of the current Xavier program would be subjected to systems analysis initially in the revision. This component was identified as those methods courses presently taught during the Junior year to both Early Childhood and to Elementary majors. The Elementary Education faculty stated its intent to begin the restructuring of its courses in methodology into a comprehensive Methods and Curriculum Component, scheduled in a learning block under the direction of Faculty members of the various disciplines in the Arts and Sciences and of the Department of Education, and offering the student clinical experiences in the public and parochial schools of the New Orleans area. The purpose of this chapter is to describe Xavier's systems analysis of the Language Arts Methods component, indicating its results with the field testing of certain of its modules, and to summarize Xavier's experimentation with field experiences during the grant year, 1970-1971.

A. Language Arts Revision

1. Introduction. The courses in Language Arts Methods and Reading Methodology were selected by the staff for initial revision because of the relative importance of the Language Arts in the elementary school curriculum. At the present time Xavier University offers a Language Arts Methods course (three semester hours) and a Reading Methods course (three semester hours) to Early Childhood majors and to Elementary majors in their Junior year. Additionally, a two hour course taught by the Speech Department entitled Speech for the Classroom Teacher, and Junior Observation carrying one semester

hour credit for clinical observation in cooperating local schools, are required for both groups of students. Practically no interdisciplinary planning or teaching among the English, Speech, and Education Departments existed prior to 1970 regarding the above-mentioned courses; little or no coordination existed in the planning of the parallel courses in Language Arts and in Reading for Early Childhood majors and for Elementary majors, and clinical observation was not integrated consistently with the instructional techniques developed in the courses. The staff of the Elementary Education Department decided to apply systems analysis to this block of fragmentary, educational experiences in order to achieve a more effective approach to the training of teachers in the Language Arts.

Utilizing some of the recommended sequences of activities needed for the design of an instructional system as outlined in a number of quite similar paradigms of systems analysis, the faculty member in charge of the revision, Argiro L. Morgan, first identified the performance behaviors deemed essential for the effective teaching of the Language Arts in the elementary school today, analyzed these behaviors to assess which specific cognitive understandings, and skill specifications are required for the acquisition of these performance behaviors, prepared a sequential, organized arrangement of content based on this analysis, and allocated various clusters of the design to the English, the Speech, or the Education faculty. Whereas the initial analysis and design was performed by one member of the Education Department, faculty members from all three Departments critically examined the Language Arts sequence, and made suggestions as to its content, its order, the learning experiences it envisioned, the materials required for its implementation, and for the allocation of human resources for the teaching, the counseling, and the supervision of the students moving throughout its sequence. Study of Language Arts components of various program models, especially the Michigan State model, also furnished invaluable input to the staff during this process. Attendance by three staff members at the National Conference in The Language Arts in the Elementary School in Los Angeles in May 1971 also furnished input on materials and procedures.

A report of the component's clusters and modules follows. A perusal of the component's module clusters shows its heavy reliance upon recent linguistic concepts as its theoretical base. The linguistic content, however, is integrated with experiences on instructional techniques, and decision making responsibilities of future elementary school teachers, and provision is made for clinical experiences integral to the content itself throughout the sequence. Thus the transfer

of general and theoretical concepts to teacher performance is not left to chance. Such an integration of theoretical concepts with the learning of job-related responsibilities hopefully will reduce the tendency to sterile formalism and irrelevancy of the methodology course.

A reading of the modules attached to each cluster description would indicate also that the somewhat limited resources of Xavier University, a small, predominantly black, Catholic institution of higher learning, influenced the design. At the outset, the Department of Elementary Education recognized that a multiplicity of behaviorial modules involving elaborate pre-assessment and post-assessment techniques, and offering many alternative paths to learning could result in a program which would be impressive on paper, but impossible to schedule, to administer, and to evaluate by an institution of limited human and financial resources. Consequently, although the design employs both large and small groups and individual learning activities, it utilizes more group lectures than perhaps ideally desired, relies heavily upon library holdings for independent paths to learning, and does not envision as much pre-evaluative and post-evaluative experiences as would be ideal. When the component is field tested in its entirety, however, the staff will continue to develop more varied learning options, to design more frequent pre and post test instruments, and to plan remediation experiences for students needing to retake certain modules. Each module followed by an asterisk indicates that it was field-tested in 1970-1971.

It will also become apparent upon reading the modules that the initial five semester hours which the designer originally had intended to use as its base would have to be expanded into a minimum of six semester-hour credits and the entire sequence scheduled throughout two semesters of the college term rather than one semester. The modular program as described would fit into the current Xavier year using both the fall and spring semesters for the scheduling of the experiences it envisions.

2. Xavier's modular teacher training program in the Language Arts.

LF - 001.00 (XUL) Linguistic Foundations for the Language Arts

General Objectives of Module Cluster

The purpose of this module cluster is to enable students to become familiar with current terminology, and methods of inquiry of the science of language, and to begin to relate linguistic study to the goals of Language Arts instruction in the elementary school.

Prerequisites to the Module Cluster

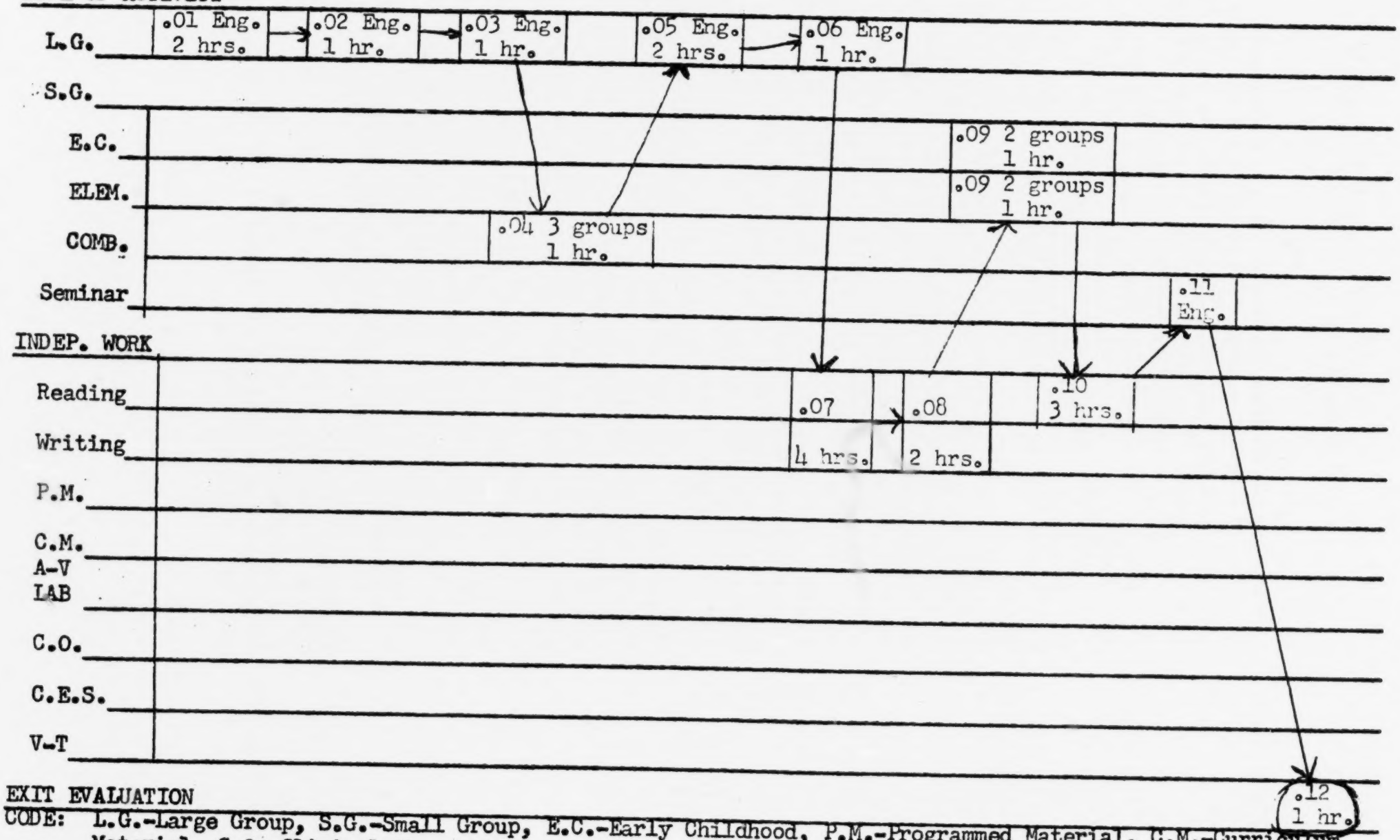
This module cluster does not require students to have any prerequisites other than those normally required for acceptance into the teacher education program at Xavier University.

Modules Within the Module Cluster

This module cluster contains twelve modules each of which is related to an aspect of the objectives of the cluster; the modules are as follows:

LF - 001.01 (XUL): Introduction to the Nature of Language*
LF - 001.02 (XUL): Dialects: Social and Geographical*
LF - 001.03 (XUL): Methods of Inquiry in the Study of Language
LF - 001.04 (XUL): Evaluative Module
LF - 001.05 (XUL): Varying approaches to the Study of Grammar
LF - 001.06 (XUL): Terminology of Descriptive Linguistics*
LF - 001.07 (XUL): Independent Reading
LF - 001.08 (XUL): Critical Analysis of the Goals of Language Arts Instruction
LF - 001.09 (XUL): Clarifying Experiences
LF - 001.10 (XUL): Independent Reading
LF - 001.11 (XUL): Enabling Seminar
LF - 001.12 (XUL): Assessment

FLOW CHART - LF-001.00 (XUL)



EXIT EVALUATION

CODE: L.G.-Large Group, S.G.-Small Group, E.C.-Early Childhood, P.M.-Programmed Material, C.M.-Curriculum Material, C.O.-Clinical Observation, C.E.S.-Clinical Experience School, V-T-Video Tape, COMB.-Combined

INSTRUCTIONAL HOUR SUMMARY:

Type of Module	Class Hours	Department
5 Large group lectures	7	Eng.
2 Small group meetings	1 (3 groups)	
	1 (4 groups)	Eng., Educ. or Sp.
1 Enabling seminar	1+	Eng.
1 Final examination	1	Educ.

MODULE LF - 001.01 (XUL): Introduction to the Nature of Language

OBJECTIVES: The student should be able to give explanatory statements with supporting examples illustrating the following characteristics of language:
1. Language is systematic in sound patterns, in inflectional endings, in syntax.
2. Language is arbitrary.
3. Language is vocal.
4. Language is symbolic.
5. Language is a human activity.
6. Language continually changes.

PREREQUISITE: None.

EXPERIENCE: Introductory lecture describing the fundamental assumptions of linguists about language. The student should consider his own views about language and attempt to find illustrative examples from his own experiences related to the ideas presented in the lecture. The student should be encouraged to find contemporary statements in current newspapers and magazines concerning ideas presented in the lecture for use in small group discussions described in Module LF - 001.09 (XUL).

SETTING: Large college group.

MATERIALS: Illustrative material recommended includes:
Selections from Jabberwocky from Alice Through the Looking Glass
Illustrations of "onomatopoeia" or "imitative words" from other languages
Contemporary clippings on changes of meanings of words
Selections from Old English, Chaucer, Shakespeare
Background reading recommended includes:
1. Finder, Morris. A Structural View of English. Boston: Ginn and Company, 1966.
2. Fraenkel, Gerd. What Is Language: Boston: Ginn and Company, 1964.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 2 class periods.

EVALUATION: Experience described in Modules LF - 001.09 and LF - 001.12 (XUL).

MODULE LF - 001.02 (XUL): Dialects: Social and Geographical

OBJECTIVES: The student should be able to describe the nature of divergences in dialect, to distinguish between social and geographical dialects, and to differentiate between dialects and idiolects.

PREREQUISITE: Module LF-001.01 (XUL).

EXPERIENCE: Group lecture noting that changes in a language occur when speakers of that language are isolated from each other. These changes result in dialectical diversity in some cases, and in distinctly different languages in another, depending on the length of time and the degree of isolation involved. Stress should be placed on the systematic features of any dialect. Differences should be noted between social and geographical dialects in the United States.

SETTING: Large college group.

MATERIALS: A recommended recording available from the National Council of the Teachers of English is the following:

1. Muri, John and Raven McDavid. Americans Speaking (NCTE).

Recommended readings include:

1. Allen, Harold B., ed. Readings in Applied English Linguistics, Part III, Linguistic Geography, Pp. 201-269, New York: Appleton-Century-Crofts, 1964.
2. Everttts, Eldonna, ed. Dimensions of Dialect. Champaign, NCTE, 1967.
3. McDavid, Raven I. Jr. "The Dialects of American English," in The Structure of American English, by W. Nelson Francis. New York: Ronald Press, 1958.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 class period.

EVALUATION: Experience described in Module LF-001.09 and LF-001.12 (XUL).

MODULE LF - 001.03 (XUL): Methods of Inquiry in the Study of Language

OBJECTIVES: The student should be able to define the nature of linguistic research, and to identify value judgments about language and language change as distinguished from objective statements about the nature of language.

PREREQUISITE: Modules LF-001.01 and LF-001.02 (XUL).

EXPERIENCES: Group lecture in which the field of linguistics and the methodologies of linguists are defined and delimited. Stress should be given on the fact that linguistics is an objective, scientific study of language, and that value judgments and/or emotionally and socially based views of language are excluded from their concern. Note should be given, however, on the recognition of levels of usage by linguistic scholars.

SETTING: Large college group.

MATERIALS: Illustrative examples of "levels of usage." Contemporary clipping regarding the publications of recent dictionaries.
Recommended readings include the following:

1. Ebbitt, Wilma R. and James Sledd. Dictionaries and that Dictionary. Atlanta: Scott, Foresman & Co., 1962.
2. Joos, Martin. The Five Clocks. New York: Harcourt, Brace and World, 1961.
3. Malmstrom, Jean and Ashley, Annabel. Dialects USA. Champaign: NCTE, 1963.
4. Quirk, Randolph. The Uses of English. New York: St. Martin's Press, 1964.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 class period.

EVALUATION: Experience described in Module LF-001.04 (XUL).

MODULE LF - 001.04 (XUL): Evaluative Module

OBJECTIVE: To furnish the student and the instructor with preliminary evaluative data on student achievement of the objectives of previous modules 1, 2, 3.

PREREQUISITE: Modules LF-001.01 - 001.03 (XUL).

EXPERIENCE: Using a list of statements about language distributed by the Instructor, students will attempt to sort the statements into categories: those which contain an emotional and/or socially biased view of language, and those which appear to be facts. Discussion should follow concerning students' evaluation, and records should be kept, and comparison should be made with respect to answers to the same questions at the conclusion of the course.

SETTING: Two or three small groups.
MATERIALS: A list of statements about language designed to elicit student opinion about language, and which involve common misconceptions about language in general, and English in particular.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1 class period
EVALUATION: Students should be able to distinguish between fact and emotive statements with an accuracy of 80 %.

MODULE LF - 001.05 (XUL): Varying Approaches to the Study of Grammar

OBJECTIVES: The student should be able to distinguish in a somewhat limited way the differences among descriptive grammar (both structural and transformational, prescriptive grammar, and universal grammar, relating each of these in terms of their concern with linguistic competence and/or linguistic performance.
PREREQUISITE: None.
EXPERIENCE: Lecture in which the term grammar is differentiated and refined into several meanings, and in which descriptive, prescriptive, and universal grammar are delineated. Stress should be given on the differentiation between linguistic competence and linguistic performance.
SETTING: Large college group.
MATERIALS: Recommended reading is the following:

1. Illinois Council of English Teachers. Grammar: The Proteus of the English Curriculum. 1967.
2. Jacobs, Raderick. On Transformational Grammar: Monograph No. 11. N.Y.: New York State English Council, 1968.
3. Searles, John. Structural and Traditional Grammar: Some Uses and Limitations. Wisconsin Council of Teachers of English, 1965.

LEVEL: Early Childhood.
Upper Elementary.
HOURS: 2 class periods.
EVALUATION: Experiences described in Modules LF-001.07 and LF-001.12 (XUL).

MODULE LF - 001.06 (XUL): Terminology of Descriptive Linguistics

OBJECTIVES: The student should be able to describe in a somewhat limited manner the subsystems of descriptive linguistics -- both structural and transformational.

PREREQUISITE: Modules Lf 001.01-05 (XUL)

EXPERIENCE: Lecture in which descriptive linguistics is described in greater detail, with particular emphasis on a clarification of the terms Phonology, Morphology, Syntax, and Semantics.

SETTING: Large college class.

LEVEL: Early Childhood.
Upper Elementary.

MATERIALS: Previously recommended readings.

HOURS: 1 class period.

EVALUATION: Experiences described in Modules LF-001.07 (XUL) and LF-001.12 (XUL).

MODULE LF - 001.07 (XUL): Independent Reading

OBJECTIVES: This module is designed to offer to the student supplementary experiences for use in the experiences described in Module LF-001.05 (XUL) and LF-001.06 (XUL).

PREREQUISITE: Modules LF-001.01 - 06 (XUL).

EXPERIENCE: The student will select four of the following articles, and compare their content with the material presented in the previous modules.

Chomsky, Noam. The Current Scene in Linguistics: Present Directions. College English 27:8, 587-97, 1966.

Dykema, Karl. Where Our Grammar Came From. In Readings in Applied Linguistics, Harold B. Allen, Ed. PP. 3-15. New York: Appleton-Century-Crofts, 1964.

Gleason, H.A. What Grammar? In Language and Learning, Janet Emig, James Flemming, Helen Popp, ed. Pp. 216-32. Harcourt & Brace

Hall, Robert A. Usage. In Introductory Linguistics. Pp. 444-48. Philadelphia: Chilton Books, 1964.

Hill, Archibald A. Prescriptivism and Linguistics in Language Teaching. Readings In Applied Linguistics, Harold B. Allen, ed. New York: Appleton-Century-Crofts, 1964.
Joos, Martin. Language and School Children. In Language and Learning, Janet Emig, James Flemming, and Helen Popp, eds. PP. 102-111.
Levin, Samuel. Comparing Traditional and Structural Grammar. In Readings in Applied English Linguistics. Harold B. Allen, ed. Pp. 46-53. New York: Appleton-Century-Crofts, 1964.

SETTING: Independent work.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 4 hours.
EVALUATION: Written report on the four selected articles, with particular attention being given to the concepts presented on Module LF-001.05 (XUL) and LF-001.06 (XUL).

MODULE LF - 001.08 (XUL): Critical Analysis of the Goals of Language Arts Instruction

OBJECTIVE: The student should be able to describe the goals of language arts instruction as related in the following readings, relate these goals to the experiences provided in previous modules, and propose a list of suitable objectives concerning the language arts to which linguistic insight would relate.
PREREQUISITE: Modules LF-001.01 - 001.07 (XUL).
EXPERIENCE: The student will read the selections from the following language arts textbooks, and be able to discuss in small group settings recommended objectives of the text in relation to findings in linguistics.

1. Anderson, Paul S. Language Skills in Elementary Education. New York: Macmillan Company, 1964.
2. Green, Harry and Walter Petty. Developing Language Skills in the Elementary Schools. New York: Allyn and Bacon, 1963.
3. Moffett, James. A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers. New York: Houghton Mifflin Co., Boston, 1968.

4. Strickland, Ruth. The Language Arts in the Elementary Schools. Lexington: Massachusetts: D.C. Heath and Co., 1969.
5. Tiedt, Iris and Sidney W. Tiedt. Contemporary English in the Elementary School. Englewood Cliffs: Prentice-Hall, 1967.

The student will prepare a list of objectives of the language arts considering some topics as the following:

1. the "inductive" teaching of grammar, or the deductive teaching of grammar,
2. spontaneous and structured language experiences,
3. the role of listening, particularly to literature, in the elementary grades,
4. the teaching of "standard" dialect to children who speak "divergent" dialects,
5. the place of phonics in the language arts program,
6. when should children begin to "write,"
7. language arts instruction to American children with foreign language backgrounds,
8. experiences for language "deprived" children,
9. the role of improvisation, creative dramatics and dramatization in language arts instruction.

SETTING: Independent work.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 2 hours.
EVALUATION: Experiences in Module LF-001.09 (XUL).

MODULE LF - 001.09 (XUL): Clarifying Experiences

OBJECTIVE: The student should be able to discuss their readings from Module LF-001.08 (XUL) and their proposed objectives for Language Arts Instruction based on their experiences in Modules LF-001.01 - 001.07 (XUL).
PREREQUISITE: Modules LF-001.01 - 001.08 (XUL).
EXPERIENCE: Students meet in small groups to discuss their readings and their own list of goals for language arts instruction for elementary school children.
SETTING: Small college groups, 1-12 students.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1 class period.

EVALUATION: Discussion should be moderated by a university professor, and the list of goals prepared by each of the students should be evaluated by all participants.

MODULE LF - 001.10 (XUL): Independent Reading

OBJECTIVE: The student should be able to cite additional examples and develop deepened insight into the material presented in the lectures and discussion sessions.

PREREQUISITE: Previous Modules LF-001.01 - 001.09 (XUL).

EXPERIENCE: As a summary and a reinforcement of the material presented, read
Langacker, Ronald W. "Basic Concepts," in Language and its Structure: Some Fundamental Linguistic Concepts, Pp. 1-66. New York: Harcourt, Brace and World, 1968.

SETTING: Independent

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 3 hours.

EVALUATION: Written examination described in Module LF-001.12 (XUL).

MODULE LF - 001.11 (XUL): Enabling Seminar

OBJECTIVE: To give the student additional opportunity to master the fundamental concepts found in previous modules.

PREREQUISITE: Previous Modules LF-001.01 - 001.10 (XUL).

EXPERIENCE: Small group sessions in which students have the opportunity to question their peers and a university faculty member concerning the concepts and ideas presented in previous modules. This enabling seminar is optional, and should be scheduled at times other than normal class hours.

SETTING: Small group.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: Open.

EVALUATION: Successful performance on written examination described in Module LF-001.12 (XUL).

MODULE LF - 001.12 (XUL): Assessment

OBJECTIVE:	This experience should serve as an evaluation for the instructor and the students of the achievement of the objectives of the Modules LF-001.01 - 001.11 (XUL).
PREREQUISITE:	Modules LF-001.01 - 001.11 (XUL).
EXPERIENCE:	A general written examination on attitudes, concepts, and terminology of linguistics.
SETTING:	Large college group.
MATERIALS:	Written examination.
LEVEL:	Early Childhood. Upper Elementary.
HOURS:	1 hour.
EVALUATION:	Satisfactory performance on 75 % of items on examination.

LF - 002.00 (XUL) Introduction to Phonology

General Objectives of Module Cluster

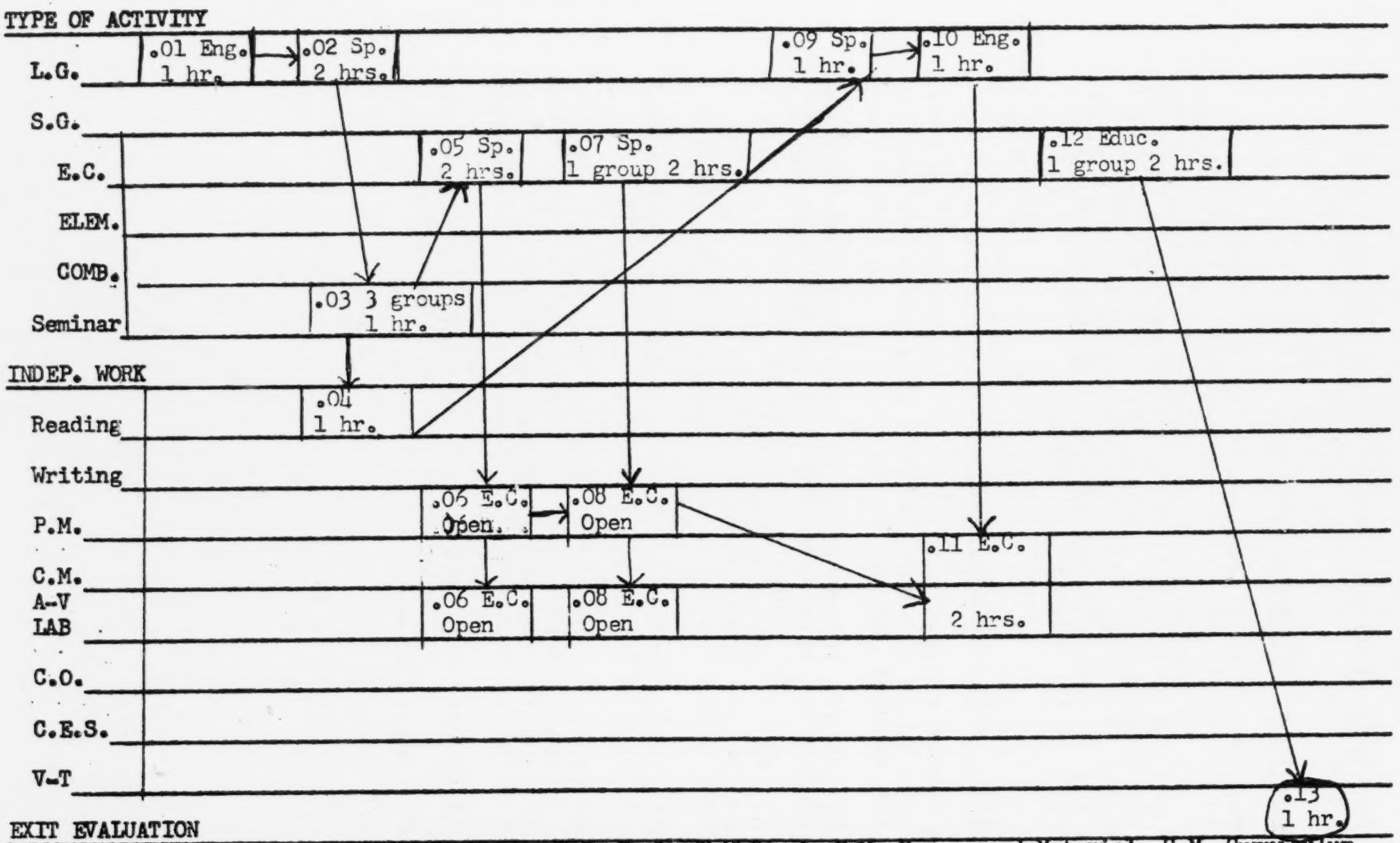
The purpose of this module cluster is to enable students to become familiar with phonological terminology, to enable them to recognize, describe, and transcribe phonemically the consonants and vowel phonemes of the English language, to acquaint them with psycholinguistic research concerning the development of phoneme repertoires by young children, and to relate these concepts to the teaching of Language Arts in the elementary school.

Prerequisites to the Module Cluster

This module cluster contains thirteen modules each of which is related to an aspect of the objectives of the cluster; the modules are as follows:

LF - 002.01 (XUL): Introduction to the Concept of Phoneme*
LF - 002.02 (XUL): Terminology of the Speech Tract and of Speech Production*
LF - 002.03 (XUL): Enabling Seminar
LF - 002.04 (XUL): Independent Reading*
LF - 002.05 (XUL): The Consonant Phonemes of the English Language*
LF - 002.06 (XUL): Independent Work on Consonant Phonemes*
LF - 002.07 (XUL): The Vowel Phonemes of the English Language*
LF - 002.08 (XUL): Independent Work on Vowel Phonemes
LF - 002.09 (XUL): Suprasegmental Phonemes*
LF - 002.10 (XUL): Phonology and Syllabication
LF - 002.11 (XUL): Relevancy of Phonology to the Elementary Curriculum and Classroom
LF - 002.12 (XUL): The Development of a Consonant Phoneme Repertoire by Young Children*
LF - 002.13 (XUL): Assessment*

FLOW CHART - LF-002.00 (XUL)



CODE: L.G.-Large Group, S.G.-Small Group, E.C.-Early Childhood, P.M.-Programmed Material, C.M.-Curriculum Material, C.O.-Clinical Observation, C.E.S.-Clinical Experience School, V-T-Video Tape, COMB.-Combined

INSTRUCTIONAL HOUR SUMMARY:

Type of Module	Class Hours	Department
4 Large group lectures	4	Speech
	1	English
3 Small group meetings (2 hrs. each; 1 group size)	4	Speech
	2	Education
1 Enabling Seminar	1 (3 groups)	Eng., Educ. or Sp. Educ.
1 Final Examination	1	

LF - 002.00 (XUL)
PHONOLOGY

MODULE LF - 002.01 (XUL): Introduction to the Concept of Phoneme

OBJECTIVE: The student should become aware of the distinction between the oral nature of language, and the written representation of language by a graphemic system. The student should be able to give a number of examples in which normal English orthography does not represent the sounds occurring in particular words.

PREREQUISITE: Module Cluster LF-001.00 (XUL).

EXPERIENCE: Illustrated lecture on types of writing systems:
pictographic writing
logographic writing (Sumerian, Chinese)
syllabic (Hebrew)
alphabetic
The Instructor should supply an example of a transcription of a number of English sentences and contrast these with traditional orthography. The students should be introduced to the concept of the phoneme as a sound utilized by a language to signal a difference in meaning.

MATERIALS:
1. Charts containing examples of types of writing systems.
2. Recommended reading:
Fraenkel, Gerd. Writing Systems. New Aspects of Language 2. Ginn and Co., 1965.

SETTING: Large college group.

LEVEL: Early Childhood.
Elementary.

HOURS: 1 class period.

EVALUATION: The student should be able to list 50 English words in which traditional orthography does not indicate with complete accuracy the pronunciation of the word.

MODULE LF - 002.02 (XUL): Terminology of the Speech Tract and of Speech Production

OBJECTIVE: The student should become aware of the general distinctions between vowels and consonants, with attention paid to the intermediate types

of phonemes called glides. The shape of the speech tract, the names of the articulators and the major points and manners of articulation used in American English should be introduced.

PREREQUISITE: Modules LF-001.01 - 001.12 (XUL); LF-002.01 (XUL)

EXPERIENCE: Group lecture on articulatory phonetics, in which the shape of the speech tract, the names of the articulators, and the points of articulation used in the pronunciation of American English are clarified.

MATERIALS: Charts and/or diagrams from either of the following books:

1. Pyles, Thomas. The Origins and Development of the English Language. New York: Harcourt, Brace and World, 1964.
2. Stageberg, Norman. An Introductory English Grammar. New York: Holt, Rinehart and Winston, Inc., 1966.

SETTING: Large college group.

LEVEL: Early Childhood.

HOURS: 2 class periods.

EVALUATION: The student should be able to do the following:

1. to label with the following terms a diagram representing the human speech tract:

Alveolar ridge	Tongue tip
Hard palate	Tongue front
Larynx	Tongue middle
Nasal cavity	Tongue back
Oral cavity	Velum or soft palate
	Vocal cords

2. define the following terms with reference to the diagram:

Affricate	Labiodental
Alveopalatal	Lateral
Bilabial	Nasal phoneme
Consonant	Oral phoneme
Dental	Retroflex
Fricative	Sibilants
Glide	Stops
Glottal	Velar
Interdental	Voiced phoneme
Labial	Voiceless phoneme
	Vowel

MODULE LF - 002.03 (XUL): Enabling Seminar

OBJECTIVE:	The purpose of this module is to offer the student clarifying experiences in small group sessions to reinforce and expand concepts introduced in Module LF-002.02 (XUL).
PREREQUISITE:	LF-002.02 (XUL).
EXPERIENCE:	Several small group sessions should be scheduled by Instructors at times other than normal class hours with small groups of students.
MATERIALS:	At Instructor's option.
SETTING:	Small College Groups.
LEVEL:	Early Childhood.
HOURS:	1 hour.
EVALUATION:	Experiences described in Modules LF-002.05, 002.08, and 002.13 (XUL).

MODULE LF - 002.04 (XUL): Independent Reading

OBJECTIVE:	The student should have the opportunity to read independently supplementary material on the phonology of modern English while completing Modules LF-002.05 - 002.10 (XUL).
PREREQUISITE:	Module Cluster LF-001.00 (XUL).
EXPERIENCE:	Independent reading from the following sources: 1. Lamb, Pose. Linguistics in Proper Perspective. Pp. 68-74. Columbus: Charles E. Merrill, 1967. 2. Langacker, Ronald. Basic Concepts in Language and Its Structure: Some Fundamental Linguistic Concepts. Pp. 141-151. New York: Harcourt, Brace and World, 1968. 3. Stageberg, Norman. An Introductory English Grammar. Pp. 3-27. New York: Holt, Rinehart, and Winston, Inc., 1966.
MATERIALS:	Books above on closed reserve.
SETTING:	Independent.
LEVEL:	Early Childhood.
HOURS:	1 hour.
EVALUATION:	Student should be able to complete successfully the evaluative procedures described in Module LF-002.13 (XUL).

MODULE LF - 002.05 (XUL): The Consonant Phonemes of the English Language

OBJECTIVE: The student should be able to recognize, describe, and transcribe phonemically the consonant phonemes of American English.

PREREQUISITE: Module Cluster LF-001.00 and Modules LF-002.01 - 002.03 (XUL).

EXPERIENCE: Students should form small working groups within a classroom to work on the transcription of the consonant phonemes provided in a list of words distributed by the Instructor and read aloud by the Instructor. Students should be able to describe the articulatory processes involved in the production of each consonant phoneme. Results of the small groups should be summarized. Opportunity should be granted for differences in pronunciation and hence in transcription by individuals due to divergencies in dialect.

SETTING: Small group discussions within large college classroom.

MATERIALS: A list of words distributed by the Instructor.

LEVEL: Early Childhood

HOURS: 2 hours.

EVALUATION: Transcription of the words with a degree of accuracy of 90 % using charts prepared for Module LF-002.02 (XUL).

MODULE LF - 002.06 (XUL): Independent Work on Consonant Phonemes

OBJECTIVE: This module is to provide supplementary drill material so that the student can transcribe phonemically English consonant phonemes with 100 % accuracy.

PREREQUISITE: Module Cluster LF-001.00 and Modules LF-002.01 - 002.05 (XUL).

EXPERIENCE: The student will work through a set of programmed exercises on the recognition and transcription of English consonant phonemes.

These exercises will consist of tape recordings accompanied by worksheets which can be self-corrected. The organization of the tapes should be as follows:

1. monosyllabic words which do not involve English consonant digraphs, spoken by a speaker of standard English of the local
a area.
2. monosyllabic words which involve English consonant digraphs, spoken by a speaker of standard English of the local area.
3. monosyllabic words containing consonant clusters, and/or consonant digraphs, spoken by a speaker of standard English of the local area.
4. multisyllabic words, spoken by a speaker of standard English of the local area.
5. a duplication of some of the above exercises spoken by speakers from other regions, and by speakers of some social dialects.

SETTING: Independent.
MATERIALS: Tapes, worksheets, self-correcting sheets.
HOURS: Open.
LEVEL: Early Childhood.
EVALUATION: The student should be able to transcribe the words on the exercises or on a set of evaluative exercises with a degree of accuracy of 100 %. The student should be able to read phonemically transcribed material with relative fluency and ease.

MODULE LF - 002.07 (XUL): The Vowel Phonemes of the English Language

OBJECTIVE: The student should be able to recognize, describe, and transcribe phonemically the vowel phonemes of American English.
PREREQUISITE: Module Cluster LF-001.00 and Modules 002.01 - 002.04 (XUL).
EXPERIENCE: Lecture in which a full articulatory description and corresponding phonemic symbols for the vowel phonemes occurring in

variations of standard American English of this region are presented. Students should form small working groups after the lecture to work on the transcription of the vowel phonemes provided in a list of words and word phrases distributed by the Instructor and read aloud by the Instructor. Results of the small groups should be summarized and differences in pronunciation and hence in transcription by individuals due to variations in dialect should be discussed. Phrases should include examples of changes in pronunciation due to assimilation.

SETTING: Large college class.

MATERIALS: List of words and phrases prepared by Instructor.

LEVEL: Early Childhood.

HOURS: 2 hour.

EVALUATION: Transcription of the words and phrases with a degree of accuracy of 85 %.

MODULE LF - 002.08 (XUL): Independent Work on Vowel Phonemes

OBJECTIVE: This module is to provide supplementary drill material so that the student can transcribe phonemically English vowel phonemes with 100 % accuracy.

PREREQUISITE: Module Cluster LF-001.00 and Modules LF-002.01 - 002.07 (XUL).

EXPERIENCE: Students will work through a set of programmed exercises on the recognition and transcription of English vowel phonemes. The exercise should progress in the following order:

1. monosyllabic words involving front vowels, back vowels, central vowels, and diphthongs spoken by two local speakers of standard English with some variation in vowel pronunciation.
2. multisyllabic words involving front vowels, back vowels, central vowels, and diphthongs spoken by the above speakers.
3. multisyllabic words with no grouping of vowel types.
4. phrases, some of which include assimilatory modifications.

SETTING: Independent.
MATERIALS: Tapes, worksheets, self-correcting sheets.
HOURS: Open.
LEVEL: Early Childhood.
EVALUATION: The student should be able to transcribe the words on the exercises, or on a set of evaluative exercises with 100 % degree of accuracy.

MODULE LF - 002.09 (XUL): Suprasegmental Phonemes.

OBJECTIVE: The student should recognize the role of suprasegmental phonemes in the pronunciation of American English.
PREREQUISITE: Module Cluster LF-001.00 and Modules LF-002.01 - 002.04 (XUL).
EXPERIENCE: Students will attend a lecture in which the role of suprasegmental phonemes in the determination of meaning in American English is described. In particular, the student will be presented with examples and descriptions of the following aspects of language:

1. the four degrees of stress, and the common markings or symbols for each.
2. the four degrees of juncture (plus juncture, single bar juncture, double-bar juncture, doublecross bar juncture), and the common markings or symbols for each.
3. the three degrees of pitch, and the numerical markings of each.

The relationship of the suprasegmental phonemes to punctuation and to effective oral reading of printed matter should be brought out by the Instructor.

SETTING: Large college group.
MATERIALS: Worksheet for evaluation.
HOURS: 1 class period.
LEVEL: Early Childhood.
Upper Elementary.
EVALUATION: Completion of the worksheet with a degree of accuracy of 95 %.

MODULE LF - 002.10 (XUL): Phonology and Syllabication

OBJECTIVE: The student should be able to distinguish between syllabication as it is described by the dictionary or phonic generalizations and syllabication as it occurs in the pronunciation of English words.

PREREQUISITE: Module Cluster LF-001.00 and Modules LF-001.01 - 001.04, LF-001.09 (XUL).

EXPERIENCE: The student should listen to the Instructor read a brief description of the syllable and the principles of syllable division from a standard dictionary or a textbook of elementary English. The students should discuss the accuracy of the definition in terms of the pronunciation of a number of words which differ from that as represented by syllabication in a dictionary. The students should discuss the implication in this for the teaching of reading and spelling.

SETTING: Large college group.

MATERIALS: Prepared word list by Instructor.

HOURS: 1 class period.

LEVEL: Early Childhood.
Upper Elementary.

EVALUATION: The student should be able to syllabicate by sound a list of English words and also to syllabicate these same words by the traditional approach of syllabication.

MODULE LF - 002.11 (XUL): Relevancy of Phonology to the Elementary Curriculum and Classroom

OBJECTIVE: The student should be able to state the relevance of a knowledge of the phonological system of the English language to the classroom teacher in Grades 1 - 4.

EXPERIENCE: The student should transcribe in phonemic alphabet several selections from basal readers and spelling books designed for use in Grades 1 - 4. The transcription should be based on the students own speech patterns when the material is read in a non-citation manner.

PREREQUISITE: Module Cluster LF-001.00 and Modules LF-002.01 - 002.09 (XUL).

SETTING: Independent.
MATERIALS: Appropriate selections from basal readers and spelling books for Grades 1 - 4.

LEVEL: Early Childhood.
HOURS: 2 hours.
EVALUATION: The student should be able to transcribe the selections with 100 % degree or accuracy. Self-correcting sheets should be available in the curriculum-learning center. Evaluation of the students recognition of difficulties presented by our orthographical system will occur in Module LF-002.13 (XUL).

MODULE LF - 002.12 (XUL): The Development of a Consonant Pheneme Repertoire by Young Children

OBJECTIVE: The student should be able to present the approximate age levels at which mastery of specific consonant phonemes occur in the language development of normal children. The student should be able to recognize approximations of English phonemes by children, and to classify those that are within normal developmental range, and those requiring follow-up diagnosis by a trained speech therapist.

PREREQUISITE: Module Cluster LF-001.00 and and Modules LF-002.01 - 002.11 (XUL).

EXPERIENCE: The student should attend a lecture in which the stages in which a child acquires the English consonant repertoire from infancy to age eight is presented. After the instruction, the students should listen to a tape recording of the speech of children from pre-school to third grade. The student should be able to recognize approximations to the English consonant phonemes found in the tape and classify them as to whether or not they are within the normal developmental range. The student should be able to recognize substitutions of consonant phonemes, omissions of

consonant phonemes, and difficulties with common consonant clusters, and classify these on the same basis.

SETTING: Large college classroom followed by work. INDEPENDENTLY in learning center.

LEVEL: Early Childhood.

HOURS: 2 hours.

EVALUATION: The student should be able to list some problems children manifest in the acquisition of the phonological system of English and make sound recommendations as to which children appear to need professional diagnosis by trained therapists.

MODULE LF - 002.13 (XUL): Assessment

OBJECTIVE: To evaluate the student's mastery of the Phonological Cluster LF-002.00.

PREREQUISITE: Module Cluster LF-002.00.

EXPERIENCE: General written examination on material covered in Module Cluster LF-002.00. The examination should include the following:

the distinction between language performance and competence
the distinction between consonants and vowels
the names of major points and manners of articulation
transcription of some tape recordings of children's speech
description of variation in dialects
stages in the acquisition of consonant phonemes and clusters
difficulties with learning how to read and how to spell due to the lack of correlation between orthography and phonology and possibly due to dialect variations.

SETTING: Large college classroom

MATERIALS: Written examination with some exerpts from tapes

LEVELS: Early Childhood.

HOURS: 1 hour.

EVALUATION: The student should be able to answer the questions posed by the examination with a 75 % degree of accuracy.

LF - 003.00 (XUL) Introduction to Morphology

General Objectives of Module Cluster

The purpose of this module cluster is to enable students to become familiar with the concepts and the terminology of Morphology, to acquaint them with psycholinguistic research concerning the development of the morphological repertoire of young children, and to relate their knowledge of Morphology and Psycholinguistics to Language Arts instruction in the elementary school.

Prerequisites to Module Cluster

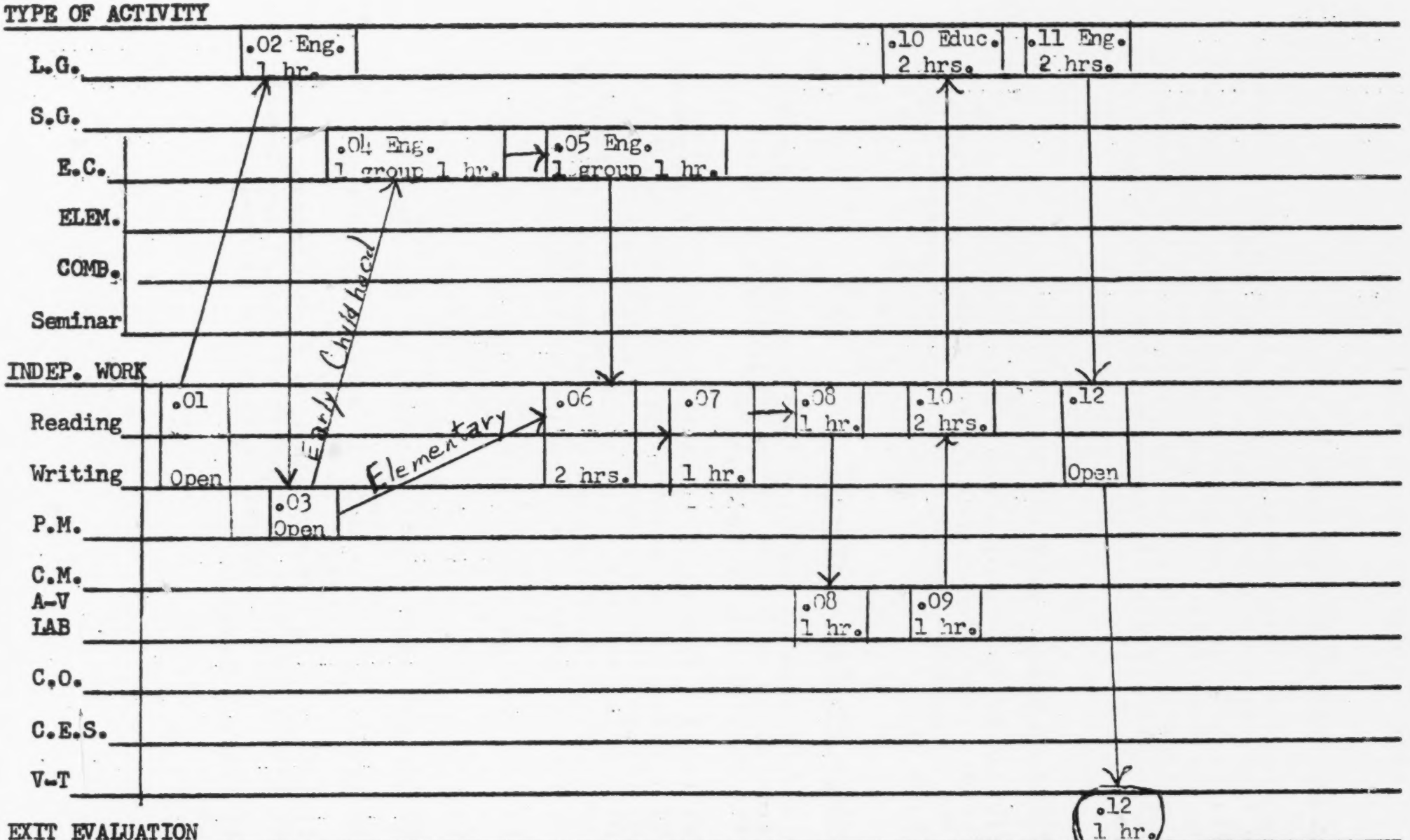
Completion of Module Clusters 001.00 and 002.00 (XUL) or satisfactory performance on a pre-assessment instrument covering the experience found in Module Clusters LF-001.00 and LF-002.00 (XUL).

Modules Within the Module Cluster

This module cluster contains thirteen modules each of which is related to an aspect of the objectives of the cluster; the modules are as follows:

LF - 003.01 (XUL): Introduction to the Concept of Morpheme*
LF - 003.02 (XUL): Common Terminology from Morphology*
LF - 003.03 (XUL): Independent Work on Morphology*
LF - 003.04 (XUL): The Formation of English Noun Plurals*
LF - 003.05 (XUL): The Formation of English Past Preterite*
LF - 003.06 (XUL): Independent Reading on the Nature of Language Change
LF - 003.07 (XUL): The Acquisition of English Morphology by the Young Child*
LF - 003.08 (XUL): The Relationship of Inflectional Suffixes to Social Dialects
LF - 003.09 (XUL): Independent Analysis of the Student's Own Speech*
LF - 003.10 (XUL): The Relevancy of Morphology to the Elementary Classroom
LF - 003.11 (XUL): The Determination of Form Classes
LF - 003.12 (XUL): Current Approaches of Elementary School Textbooks Relevant to Morphology
LF - 003.13 (XUL): Assessment

FLOW CHART - LF-003.00 (XUL)



CODE: L.G.-Large Group, S.G.-Small Group, E.C.-Early Childhood, P.M.-Programmed Material, C.M.-Curriculum Material, C.O.-Clinical Observation, C.E.S.-Clinical Experience School, V-T-Video Tape, COMB.-Combined

INSTRUCTIONAL HOUR SUMMARY:

	Type of Module	Class Hours	Department
3	Large group lectures	3	Eng.
		1	Educ.
2	Small group meetings	2 (groups)	Eng.
1	Final examination	1	Educ.

MODULE LF - 003.01 (XUL): Introduction to the Concept of Morpheme

OBJECTIVE: The student should be aware of the existence in language of meaningful units smaller than words. They should be able to list the following basic types of morphemes and to provide examples of each type in English:

Free and bound morphemes
Base morphemes
Affixes: Prefixes and Suffixes
Inflectional and Derivational Surffixes

PREREQUISITE: Module Clusters LF-001.00 and LF-002.00 (XUL).

EXPERIENCE: The student should read from a book on language a discussion of morphology and should be able to list different types of morphemes presented in the reading.
Recommended readings:
1. Langacker's Language and its Structure, Pp. 69-80, 167-70.
2. Stageburg's Introductory English Grammar, Pp. 85-97, 97-105.

SETTING: Independent.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1½ hours.

EVALUATION: The student should prepare a list of the basic type of English morphemes and give several examples of each type.

MODULE LF - 003.02 (XUL): Common Terminology from Morphology

OBJECTIVE: The student should be aware of the existence of allomorphs of the same morpheme.

PREREQUISITE: Module LF-003.01 (XUL).

EXPERIENCE: Large group lecture in which an Instructor discusses the morphological system in greater detail than that presented in the initial readings. The Instructor should clarify the following morphological terms:

morpheme	affix
allomorph	prefix
free morpheme	suffix
bound morpheme	derivational morphemes
base morpheme	inflectional morphemes
homophomes	infix

The Instructor should point out that a single morpheme may have more than one phonemic representation and note the close relationship between morphology, phonology, and semantics. The Instructor should note the influence of continual change in language and its consequence for a morphological system.

MATERIALS: At Instructor's option.
HOURS: 1 class period.
LEVEL: Early Childhood.
Upper Elementary.
SETTING: Large college classroom.
EVALUATION: Students performance on evaluative Module LF-003.13 (XUL).

MODULE LF - 003.03 (XUL): Independent Work on Morphology

OBJECTIVE: This module is designed to give the student additional experience in classifying with understanding morphemes used in everyday speech.
PREREQUISITE: Modules LF-003.01 and 003.02 (XUL).
EXPERIENCE: The student should be given a work sheet to complete in which he identifies from a given list of words bound and free morphemes, base morphemes, derivational morphemes and their semantic meanings, inflectional morphemes with a variety of phonological and orthographical representations.
MATERIALS: Worksheet with self-correcting sheets.
SETTING: Independent.
LEVEL: Early Childhood
Upper Elementary
HOURS: Open.
EVALUATION: The student should be able to perform the exercises on the worksheet with a degree of accuracy of 95 %.

MODULE LF 003.04 (XUL): The Formation of English Noun Plurals

OBJECTIVE: The student should be able to state generalizations regarding the formation of the plurality of English nouns.

PREREQUISITE: Module Cluster LF-001.00, LF-002.00; and LF-003.01 - 003.03 (XUL).

EXPERIENCE: The student should attend a lecture in which the Instructor demonstrates the procedures for generating the appropriate phonemic representations of plurality morphemes. The Instructor should point out aspects of the historical development of the English language as related to morphology, and note that a decrease in inflection has resulted in an increased significance for word order as a signal of meaning, and that apparently irregular phonetic representations of some morphemes are due to language change.

MATERIALS: At Instructor's option.

SETTING: Large college classroom.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: Evaluative experiences provided in Module LF-003.13 (XUL).

MODULE LF - 003.05 (XUL): The Formation of English Past Preterite

OBJECTIVE: The student should be able to state generalizations regarding the formation of past preterites of English verbs.

PREREQUISITE: Module Cluster LF-001.00, LF-002.00; and LF-003.01 - 003.03 (XUL).

EXPERIENCE: The student should attend a lecture in which the Instructor demonstrates the procedures for generating the appropriate phonemic representations of past preterite morphemes. The Instructor should point out aspects of the historical development of the English language as related to morphology, and note that a decrease in inflection has resulted in an increased significance for word order as a signal of meaning, and that apparently irregular phonetic representations of some morphemes are due to language change.

SETTING: Large college classroom.

MATERIALS: At Instructor's option.

LEVEL: Early childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: Evaluative experiences provided in Module LF-003.13 (XUL).

MODULE LF - 003.06 (XUL): Independent Reading on the Nature of Language Change

OBJECTIVE: The student should deepen his awareness of the fact that lexical change in a language is more rapid than grammatical change and should respond to examples of language change objectively.

PREREQUISITE: Module Clusters LF-001.00, LF-002.00; and Modules LF-003.01 - 003.05 (XUL).

EXPERIENCE: The student should read the following and write a brief paper on the nature of language change and its relevance to problems faced by the classroom teacher.
Langacker's Language and Its Structure, Pp. 175-185.
Sapir, Edward, Language, Chapter VII, "Language as a Historical Product: Drift in Language," New York: Harcourt, Brace, 1921. (The student should note changes which have occured in usage since the time Sapir wrote.)

SETTING: Independent.

MATERIALS: Sapir's Language
Langacker's Language and Its Structure on closed reserve.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 2 hours.

EVALUATION: Instructor's evaluation of paper.

MODULE LF - 003.07 (XUL): The Acquisition of English Morphology by the Young Child

OBJECTIVE: The student should be able to recognize the normal level of accomplishment in the acquisition of English morphology by children and note that the apparently "irregular" phonemic configurations of given morphemes resulting from language change requires more time for mastery than "regular" morphemes.

PREREQUISITE: Module Clusters LF-001.00, LF-002.00; and Modules LF-003.01 - 003.05 (XUL).

EXPERIENCE: The student should read the following article:
Berko, Jean. "The Child's Learning of English

Morphology, " in Readings in the Psychology of Childhood and Adolescence, ed. by William J. Meyer, pp. 248-260.

SETTING: Independent.
MATERIALS: See above.
LEVEL: Early Childhood.
Elementary.
HOURS: 1 hour.
EVALUATION: The Instructor's evaluation of the student's summary of the above article.

MODULE LF - 003.08 (XUL): The Relationship of Inflectional Suffixes to Social Dialects

OBJECTIVE: The student should be aware of the relationship of the absence of inflectional suffixes variations in inflectional suffixes to social dialects and should be able to identify these variations or omissions in the speech of young children.
PREREQUISITE: Module Clusters LF-001.00, LF-002.00; and Modules LF-003.01 - 003.07 (XUL).
EXPERIENCE: The student should read at least two articles found in the following anthologies:
Everttts, Eldonna L., ed. Dimensions of Dialect. Champaign: NCTE, 1967.
Shuy, Roger W. Social Dialects and Language Learning. Champaign: NCTE, 1964.
and the following report:
Loban, Walter. Problems in Oral English: Kindergarten through Grade Nine. Champaign: NCTE, 1966.
After writing a brief summary of the readings, the student should listen to the tapes of children's speech and be able to identify those children whose pattern or oral language exemplifies examples cited in the readings.
MATERIALS: The books listed above should be placed on closed reserve. Tapes of children's voices, some of which speak a dialect with standard usage of inflectional suffixes and others of which speak a dialect with a variant usage.
SETTING: Independent.
HOURS: 2 hours.
LEVEL: Early Childhood.
Upper Elementary.
EVALUATION: The student's brief summary of the main points of the readings and the student's correct identification of patterns of speech found in the tape.

MODULE LF - 003.09 (XUL): Independent Analysis of the Student's Own Speech

OBJECTIVE: The student should become aware of the presence or absence of inflectional suffixes in her own speech.

PREREQUISITE: Module Clusters LF-001.00, LF-002.00; and Modules LF-003.01 - 003.08 (XUL).

EXPERIENCE: The student should tape his own voice reading two selections viewed for the first time in the learning center with a peer. The peer should read two other selections similarly prepared by the Instructor. Each should help the other to evaluate whether or not these markers are present in each others' speech.

MATERIALS: Available tape recorders and tapes with start, stop, replay controls.

SETTING: Independent (with a peer).

HOURS: 1 class period.

LEVEL: Early Childhood.
Upper Elementary.

EVALUATION: Self-evaluation and peer-evaluation of student's own speech patterns.

MODULE LF - 003.10 (XUL): The Relevancy of Morphology to the Elementary Classroom

OBJECTIVE: The student should become aware of the effect of the absence of inflectional suffixes on the teaching of spelling, writing, and reading, of standard English.

PREREQUISITE: Module Clusters LF-001.00, LF-002.00; and Modules LF-003.01 - 003.08 (XUL).

EXPERIENCE: In preparation for a classroom lecture in which the Instructor relates recent research on the effect of linguistic differences on the learning of spelling, writing, and reading, the student should read one of the following articles:

1. Goodman, K.S. "Dialect Barriers to Reading Comprehension," In Joan C. Baratz and R.W. Shuy (eds.), Teaching Black Children to Read. Washington, D.C.: Center for Applied Linguistics, 1969, pp. 14-28.
2. Lloyd, D. "Subcultural Patterns which affect Language and Reading Development." In E.T. Keach, R. Fulton, W.E. Gardner

(eds.), Education and Social Crisis. New York: Wiley, 1967.

3. Ponder, E.G. "Understanding the Language of the Culturally Disadvantaged Child," Elementary English XXXXII (Nov. 1965), Pp. 769-774, 797..

Examples of the written work of children speaking varying dialects and tapes of the voices of children during a reading lesson should be played during the large group meeting and discussed.

MATERIALS: Articles listed above on closed reserve. Samples of children's writings and tapes of reading lessons.

SETTING: Independent and large class setting.

HOURS: 2 hours.

LEVEL: Early Childhood. Upper Elementary.

EVALUATION: Experiences in Module LF-003.13 (XUL).

MODULE LF - 003.11 (XUL): The Determination of Form Classes

OBJECTIVE: The student should be able to identify a number of approaches to the determination of word classes and to recognize the inadequacies of the approaches most commonly found in school texts.

PREREQUISITE: Module Clusters LF-001.00, LF-002.00; and Modules LF-003.01 - 003.06 (XUL).

EXPERIENCE: The student should listen to a lecture on the different approaches to the determination of parts of speech or word classes, i.e., the traditional semantic definitions, the Trager-Smith criterion of suffix sets, the Fries testing frame approach, and the transformationalist approach. The student should be led to analyze the comparative adequacy of each approach for English. The Instructor should point out that knowledge of the parts of speech is part of the linguistic competence of a native speaker of a language.

SETTING: Large college group.

MATERIALS: At Instructor's option.

LEVEL: Early Childhood (optional). Upper Elementary.

HOURS: 2 hours.

EVALUATION: Evaluative experiences provided in Module LF-003.13 (XUL).

MODULE LF - 003.12 (XUL): Current Approaches of Elementary School Textbooks Relevant to Morphology

OBJECTIVE: The student should be able to recognize approaches used in elementary school textbooks for the determination of form classes of words and should recognize inadequacies when presented.

PREREQUISITE: Module Clusters LF-001.00, LF-002.00; and Modules LF-003.01 - 003.06, LF-003.11 (XUL).

EXPERIENCE: Examination of different textbook series and recognition of various grammatical approaches utilized to determine parts of speech.

SETTING: Independent.

MATERIALS: Several textbook series in the Language Arts.

LEVEL: Upper Elementary.

HOURS: 2 hours.

EVALUATION: The student should write a brief paper describing several approaches to the determination of form classes and discuss the difficulties presented by each approach in elementary school classes on English.

MODULE LF - 003.13 (XUL): Assessment

OBJECTIVE: To provide a written evaluation of the students achievement of the competencies provided in Module Cluster LF-003.00.

PREREQUISITE: Module Cluster LF-003.00.

EXPERIENCE: General written examination covering the following aspects of English morphology:

- definition and application of morphological terms
- relationship of semantics and linguistic change to morphology
- relationship of inflectional suffixes to social dialects
- stages in the acquisition of morphological competence/performance
- determination by various approaches of form classes of a given number of words in a contextual setting (Elementary Majors only)

SETTING:	Large college classroom.
MATERIALS:	Written examination.
LEVEL:	Early Childhood. Upper Elementary.
HOURS:	1 hour.
EVALUATION:	The student should show a mastery of the material at 75 % degree of performance.

LF - 004.00 (XUL) Introduction to the Study of Syntax

General Objectives of Module Cluster

The purpose of this module cluster is to acquaint the student with the terminology and procedures of the study of Syntax and to enable them to relate this knowledge to Language Arts instruction in the elementary school.

Prerequisites to Module Cluster

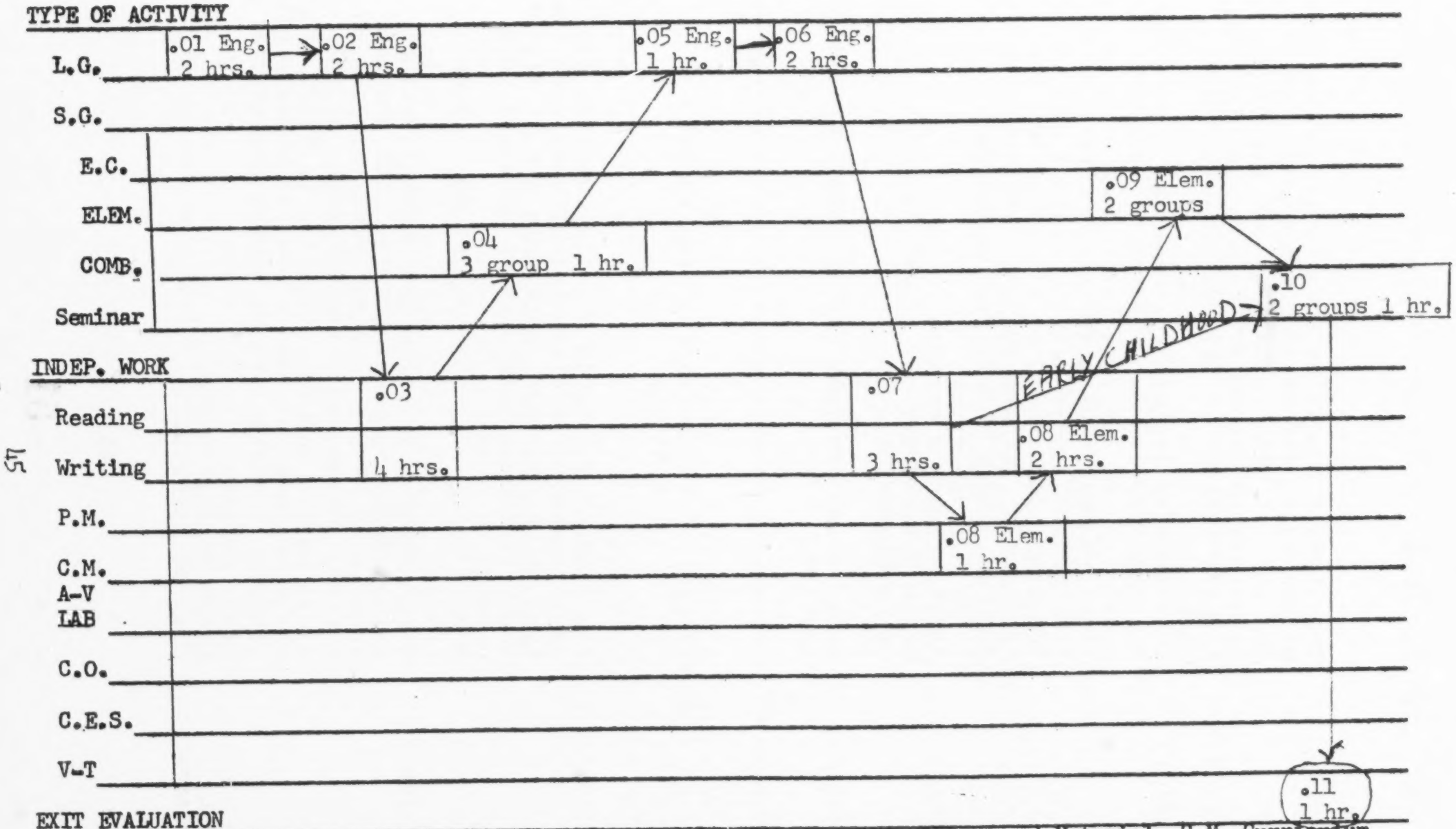
Completion of Module Clusters 001.00, 002.00, 003.00 (XUL) or satisfactory performance on a pre-assessment instrument covering the experience found in these Module Clusters.

Modules Within the Module Cluster

This Module cluster contains ten modules each of which is related to an aspect of the objectives of the cluster; the modules are as follows:

LF - 004.01 (XUL): Different Approaches to the Study of Syntax
LF - 004.02 (XUL): The Concept of the Kernel Sentence*
LF - 004.03 (XUL): Independent Work on Formal Tree Structure Representations
LF - 004.04 (XUL): The Analysis of Surface Structure
LF - 004.05 (XUL): Single Base Transformations*
LF - 004.06 (XUL): Sentence Combining Transformations*
LF - 004.07 (XUL): The Acquisition of Syntax by Young Children*
LF - 004.08 (XUL): Analysis of Curriculum Material on Syntax for the Elementary School
LF - 004.09 (XUL): Seminar on Curriculum Material
LF - 004.10 (XUL): Enabling Seminar
LF - 004.11 (XUL): Assessment

FLOW CHART - LF-004.00 (XUL)



EXIT EVALUATION

CODE: L.G.-Large Group, S.G.-Small Group, E.C.-Early Childhood, P.M.-Programmed Material, C.M.-Curriculum Material, C.O.-Clinical Observation, C.E.S.-Clinical Experience School, V-T-Video Tape, COMB.-Combined

INSTRUCTIONAL HOUR SUMMARY:

Type of Module	Class Hours	Department
4 Large group lectures	7	English
3 Small group meetings	1 (3 groups)	English
	2 (2 groups)	Education
	1 (1 group)	English
1 Final examination	1	Education

MODULE LF - 004.01 (XUL): Different Approaches to the Study of Syntax

OBJECTIVE: The student should be able to recognize some of the basic differences between the goals and data of transformations and structural linguists in regard to the study of syntax.

PREREQUISITE: Module Clusters LF-001.00, 002.00, 003.00 (XUL).

EXPERIENCE: Introductory lecture in which the instructor discusses syntax as a system of rules for the generation of the infinite number of grammatical sentences of a language. The distinction between grammatically correct and social acceptability should be clarified and the distinction between surface structure and deep structure should be introduced.

SETTING: Large college group.

MATERIALS: At Instructor's option.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 2 hours.

EVALUATION: Experiences provided for in Module LF-004.10 (XUL).

MODULE LF - 004.02 (XUL): The Concept of the Kernel Sentence

OBJECTIVE: The student should be able to identify from a given number of English kernel sentences the type of kernel each represents and to divide these sentences into Noun Phrases and Verb Phrases.

PREREQUISITE: Module Cluster LF-001.00, 002.00, 003.00 (XUL).

EXPERIENCE: Brief lecture in which the concept of the kernel sentence is elaborated upon and the concept of NP and VP with symbolic representations introduced. The remainder of the class period should be devoted to small group exploration of a given number of kernels with consensus between groups at the end of the class period.

SETTING: Large college group.

MATERIALS: List of kernels.

LEVEL: Early Childhood.
Upper Elementary.
HOURS: 2 hour.
EVALUATION: The student should be able to identify kernel sentences, to classify kernel sentences and identify the Noun Phrases and the Verb Phrases.

MODULE LF - 004.03 (XUL): Independent Work on Formal Tree Structure Representations

PREREQUISITE: Module Clusters LF-001.00, 002.00, 003.00; and Modules LF-004.01 - 004.02 (XUL).
EXPERIENCE: The student should read pp. 84-113 in Language and Its Structure by Lanacker, paying attention to the examples and illustrations of the trees which represent surface structure. Given a list of English sentences, the student should provide a labeled tree representing the surface structure of each, as those given in the readings. A list of questions should be kept for clarification in the discussion in the following module.
SETTING: Independent.
MATERIALS: Language and Its Structure by Lanacker on closed reserve. List of sentences prepared and distributed by the Instructor.
LEVEL: Early Childhood.
Elementary.
HOURS: 4 hours.
EVALUATION: Participation in the experience described in the following module.

MODULE LF - 004.04 (XUL): The Analysis of Surface Structure

OBJECTIVE: The student should be able to present the formal representation of the surface structure of a variety of English sentences.
PREREQUISITE: Module Clusters LF-001.00, 002.00, 003.00; and Modules LF-004.01 - 004.02 (XUL).

EXPERIENCE: The students should examine a number of English sentences to determine their surface structure in a formal way, provide a tree structure representation for each, and discuss their findings in small groups.

SETTING: Small groups, supervised.

MATERIALS: List of sentences.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: Given another list of English sentences, the student can provide the trees which represent their surface structures.

MODULE LF - 004.05 (XUL): Single Base Transformations

OBJECTIVES: The student should be able to identify the transformation rules used in the following single bass transformations:

Yes/No Questions
WH Questions
Negative Transformation
Passive Transformation

PREREQUISITE: Module Clusters LF-001.00, LF-002.00, LF-003.00; and Modules LF-004.01 - 004.02, 004.04 (XUL).

EXPERIENCE: The student should participate actively in an inductively taught session and derive from his participatory experience the transformational rules for the single base transforms listed above.

MATERIALS: Overhead projector.
Duplicated sentences or worksheet of duplicated sentences.

SETTING: Large college lecture.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: The student can write the transformation and the transformational rules for a given number of single base transformed sentences.

MODULE 004.06 (XUL): Sentence Combining Transformations

OBJECTIVE: The student should be able to identify the transformational rules used in the following sentence combining transformations:

The Conjunctive Transformations
Combination of Two Sentences
Combination of Sentence Parts

The Embedding Transformations
Embedding Relative Clauses
Embedding Adjectives, Appositives and Prepositional Phrases
Embedding Possessives
Embedding Subordinate Clauses

PREREQUISITE: Module Clusters LF-001.00, LF-002.00, LF-003.00; and Modules LF-004.01 - 004.05 (XUL).

EXPERIENCE: The student should participate actively in several inductively taught sessions and derive from his participatory experiences the transformational rules for the sentence-combining transforms listed above.

MATERIALS: Overhead projector,
Duplicated sentences on worksheets.

SETTING: Large college lecture.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 2 hours.

EVALUATION: The student can give the transformational rules for a given number of examples of each of the transforms listed above.

MODULE LF - 004.07 (XUL): The Acquisition of Syntax by Young Children

OBJECTIVE: The student should be able to identify two distinctive points of view concerning the acquisition of syntax by children: that of the rationalists and that of the empricists as illustrated in the following reading material. The student should recognize the pioneering aspect of the study of language acquisition and should be aware of the inadequacy of theories based solely on imitation and repetition to account for this complex phenomenon.

PREREQUISITE: Module Clusters LF-001.00, LF-002.00, LF-003.00; and Modules LF-004.06 (XUL).

EXPERIENCE: The student should read the following:
Pp. 23-49 in Language and Its Structure by Langacker and "How to Learn to Talk: Some Simple Ways!," by Jerry A. Fodor in Genesis of Language ed. by Frank Smith and George A. Miller, MIT Press, 1966.
Select one of the following articles and contrast it with the above material in terms of the different theories on what and how a child learns in acquiring the syntactic system of his native language:
Roger Brown and Ursula Bellugi. "Three Processes in the Child's Acquisition of Syntax," in New Directions in the Study of Language, ed. Eric H. Lenneberg, MIT, 1964.
Roger Brown and Colin Fraser, "The Acquisition of Syntax in the Acquisition of Language," Child Development Monographs, ed. Ursula Bellugi and Roger Brown, 1964, Pp. 43-79.
Susan H. Ervin, "Imitation and Structural Change in Children's Language, "In New Directions in the Study of Language, ed. Lenneberg, MIT, Pp. 163-89.

SETTING: Independent.

MATERIALS: Readings listed above.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 3 hours.

EVALUATION: Write a brief paper contrasting the theories of children's language acquisition presented in the readings.

MODULE LF - 004.08 (XUL): Analysis of Curriculum Material on Syntax for the Elementary School

OBJECTIVE: The student should be aware of the material on English grammar currently in use in the upper grades of some elementary schools. He should note that no two series use exactly the same terminology.

PREREQUISITE: Module Clusters LF-001.00, LF-002.00, LF-003.00; and Modules LF-004.01 - 004.06 (XUL).

EXPERIENCE: The student should review the Roberts English series: A Linguistics Program, published by Harcourt, Brace & World, Inc. 1966, Grade 6 and 7, noting particularly the elements and the rearrangement of elements dealing with grammar. Then the student should read New Approaches to Language and Composition, published by the Laidlaw Division of the Doubleday Company, Grades Level 8, 1969.

SETTING: Independent.

MATERIALS: Series listed above.

LEVEL: Elementary.

HOURS: 3 hours.

EVALUATION: The student should write a paper in which the basic similarities and superficial differences between the material presented in previous modules on syntax and in the reading described above are briefly delineated.

MODULE LF 004.09 (XUL): Seminar on Curriculum Material

OBJECTIVE: The objective of this module is to increase the level of achievement of the objectives of the previous module for those students who will eventually teach grammar in grades 5-8.

PREREQUISITE: Module Cluster LF-001.00, LF-002.00, LF-003.00; and Modules LF-004.01 - 004.08 (XUL).

EXPERIENCE: The students should meet in small groups to discuss the two language series read in the previous module. They should consider the advantages and the potential difficulties of using these books as texts in the seventh and eighth grades. They should also consider what type of experiences should have existed in the fourth and fifth grades to prepare students for this new approach. The student should be open to state her own readiness for this type of textbook and to state her own difficulties in understanding the technical operations of the books.

SETTING: Small groups; college supervisor.

MATERIALS: Laidlaw and Roberts series.

LEVEL: Upper Elementary.

HOURS: 2 hours.

EVALUATION: The module can be evaluated by the student's participation.

MODULE LF- 004.10 (XUL): Enabling Seminar

OBJECTIVE: The purpose of this module is to offer the student an optional opportunity to clarify concepts of the cluster before the Assessment Module that follows.
PREREQUISITE: LF-004.00 - 004.09 (XUL).
EXPERIENCE: Small group discussions led by an Instructor.
MATERIALS: None.
SETTING: Small groups at other than normal class hours.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1 hour.
EVALUATION: Experience described in Module LF-004.11 (XUL).

MODULE LF - 004.11 (XUL): Assessment

OBJECTIVE: This module should provide a general evalatory experience of the students' learning on Module Cluster LF-004.00 (XUL). The student should demonstrate a working command of linguistic grammatical terminology, such as the following:

Noun Phrase
Determiners
Proper Nouns
Personal Pronouns
Indefinite Pronouns
Definite and Nondefinite Articles
Count and Non-Count Nouns

Verb Phrase
Adjectives
Adverbials
Auxiliaries
Modal Auxiliaries
Complement
Object of the Verb
Objective of the Preposition
Transitive, Intransitive Verbs
Linking Verbs

<u>Early Childhood</u>

Expansions and Reductions in Child's Acquisition of Syntax
Role of Imitation
Induction of Latent Structure with supporting evidence.

Relative Clauses
Insert Sentences
Matrix or Consumer Sentences
Result Sentence
Possessive Transformation
Appositives, Adjective Transformations
Embedding Prepositional Phrases
Subordinate Clauses

Passive Transformation.

Kernel Sentence

PREREQUISITE: All previous modules connected with syntax.
SETTING: Large college group.
MATERIALS: Written examination.
LEVEL: Early Childhood and Upper Elementary with Different Test Items Appropriate to Each.
HOURS: 1 hour.
EVALUATION: Satisfactory performance on 75 % of test items.

MODULE LF - 005.00 (XUL) Environmental Influence on Language Development

General Objectives of Module Cluster

The purpose of this module cluster is to acquaint the student with significant environmental influences on the development of language, especially that of cultural deprivation and of current approaches to remediation of oral language differences and/or deficiencies.

Prerequisites to Module Cluster

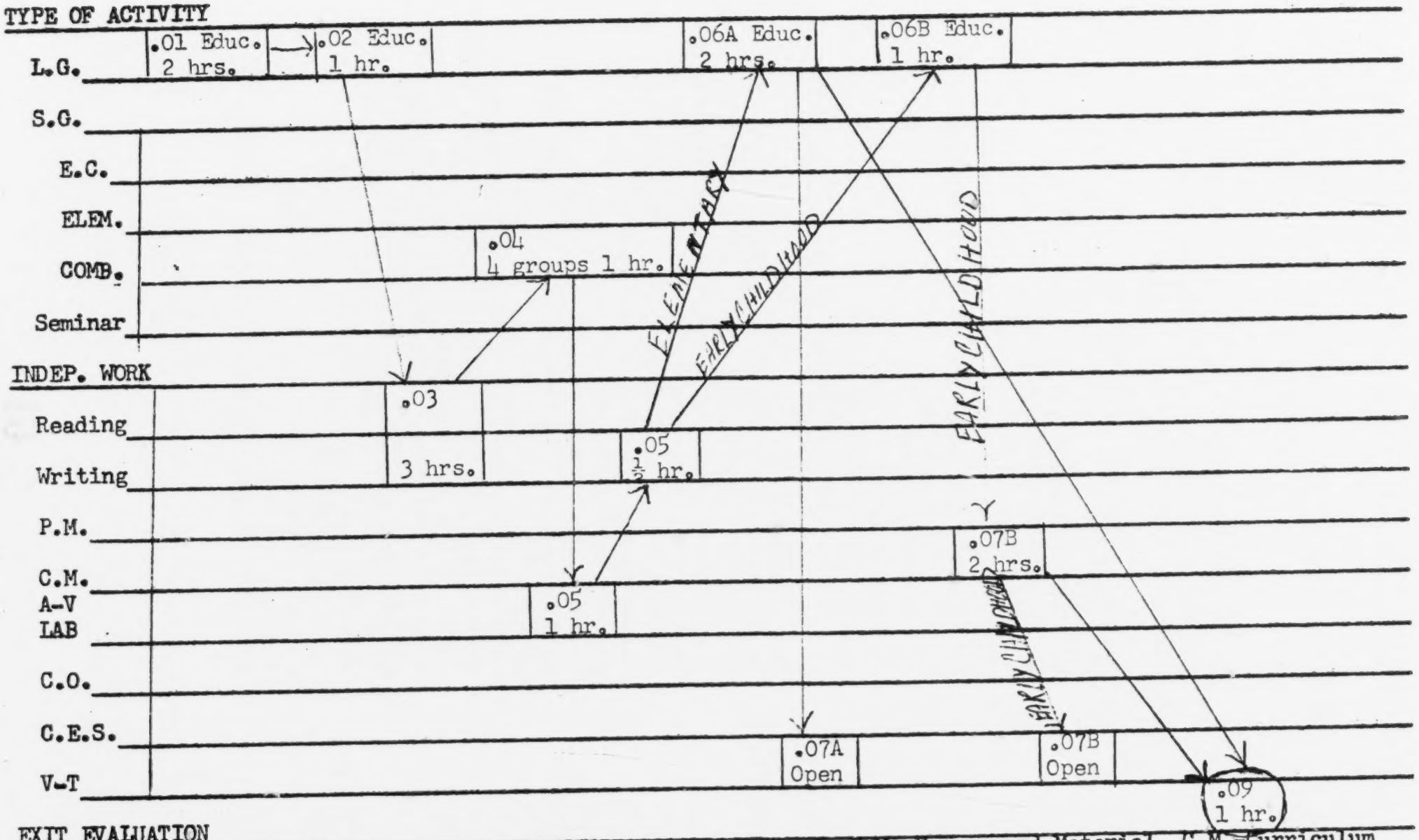
Completion of Module Clusters 001.00, 002.00, 003.00, 004.00 (XUL) or satisfactory performance on a pre-assessment instrument convering the experience found in these Module Clusters.

Modules Within the Module Cluster

This module cluster contains nine modules each of which is related to an aspect of the objectives of the cluster; the modules are as follows:

LF - 005.01 (XUL): Environmental Influences on the Development of Language*
LF - 005.02 (XUL): Language Difficulties of the Culturally Disadvantaged*
LF - 005.03 (XUL): Independent Reading: The Language of the Culturally Disadvantaged*
LF - 005.04 (XUL): Enabling Seminar
LF - 005.05 (XUL): Social Dialects of the New Orleans Area
LF - 005.06 (XUL):
A - Elementary: Teaching English as a Second Dialect
B - Early Childhood: Pre-School Programs for the Culturally Disadvantaged*
LF - 005.07 (XUL):
A - Elementary: Preparing Pattern Drill Exercises
B - Early Childhood: Instructional Material for Oral Language Activities for the Culturally Disadvantaged*
LF - 005.08 (XUL): Early Childhood: Preparing and Implementing Oral Language Activities in the Primary Grades*
LF - 005.09 (XUL): Assessment

FLOW CHART - LF-005.00 (XUL)



EXIT EVALUATION

CODE: L.G.-Large Group, S.G.-Small Group, E.C.-Early Childhood, P.M.-Programmed Material, C.M.-Curriculum Material, C.O.-Clinical Observation, C.E.S.-Clinical Experience School, V-T-Video Tape, COMB.-Combined

INSTRUCTIONAL HOUR SUMMARY:

Type of Module	Class Hours	Department
4 Large group lectures	6	Educ.
1 Small group meeting	1 (4 groups)	Educ.
1 Final examination	1	Educ.

LF - 005.00 (XUL)
ENVIRONMENTAL INFLUENCES ON LANGUAGE DEVELOPMENT

MODULE LF - 005.01 (XUL): Environmental Influences on the Development of Language

OBJECTIVE: The student should be able to explain how the following factors can influence the development of language in a child:

a. position in the family
b. sex
c. home atmosphere
d. socioeconomic status
e. bilingualism
f. institutionalism
g. physical defects--hearing problems; cleft lip and palate
h. intelligence
i. mass media
j. school and community

PREREQUISITE: Module Clusters LF-001.00, LF-002.00, LF-003.00 004.00 (XUL).

EXPERIENCE: Introductory lecture describing the effect of the above factors on the development of language. The instructor should clarify relationships between each of the enumerated factors and elementary school teaching: for example, the recommended procedures for handling a child who stutters and so forth.

SETTING: Large group setting.

MATERIALS: Supplementary reading could include the following:
Bill Martin, Jr. The Human Connection. Washington, D.C.: National Education Association of the United States, 1967.
Ruth Strickland. Language Arts in the Elementary School. Chapters III and IX, Pp. 47-69, 203-227. Massachusetts: D.C. Heath and Company, 1969.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 2 class periods.

EVALUATION: Experience described in Module LF-005.09 (XUL).

MODULE LF - 005.02 (XUL): Language Difficulties of the Culturally Disadvantaged

OBJECTIVES: The student should be able to describe and contrast two interpretations of the language problems of the culturally disadvantaged:
a. that of linguistic <u>difference</u>
b. that of linguistic <u>deficit</u>

PREREQUISITE: Module Clusters LF-001.00, LF-002.00, LF-003.00, LF-004.00 (XUL).
Additionally, the junior student should be able to perform the following from sophomore course experiences:
1. to specify the ethnic groups comprising that portion of the population known as the culturally disadvantaged;
2. to describe the home background of the culturally disadvantaged child in general terms;
3. to contrast the value systems of disadvantaged families and middle class families; the value systems of American Indian families and the dominant culture.

EXPERIENCE: Introductory lecture on two theoretical views of the nature of language problems among the disadvantaged and a general overview of the independent readings listed as experiences in Module LF-003.03 (XUL).

SETTING: Large class setting.

MATERIALS: At Instructor's option.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: Experience described in Module LF-005.09 (XUL).

MODULE LF - 005.03 (XUL): Independent Reading: The Language of the Culturally Disadvantaged

OBJECTIVES: The student should be able to describe the two theoretical orientations to the language of disadvantaged children: that of linguistic differences and that of linguistic deficit. Supporting data from the student's reading should be cited.

PREREQUISITE: Module Clusters LF-001.00, LF-002.00, LF-003.00, LF-004.00 and Module LF-005.02 (XUL).

EXPERIENCE: The student will select four of the following articles, two from each category and compare their content with the material presented in LF-005.02 (XUL).

Adherents of Linguistic Differences:

Baratz, Joan C. "A Bi-dialectal Task for Determining Language Proficiency in Economically Disadvantaged Negro Children." Child Development, 1969, XL, 889-901.

Baratz, Joah C. "Language and Cognitive Assessment of Negro Children: Assumptions and Research Needs," 1968. ED 020 518 (ERIC MICROFICHE).

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Cazden, C. "Differences in Child Language: An Interdisciplinary View," Merrill-Palmer Quarterly, July 1966, vol. 12, 185-221. Also found in Early Childhood Education Rediscovered, (ed.) Joe L. Frost. Holt, Rinehart and Winston, 1968, 408-439.
Deutsch, Martin. "The Role of Social Class in Language Development and Cognition," American Journal of Orthopsychiatry, 1965, XXXV, 78-88.
Hess, Robert D. and Virginia C. Shipman. "Early Experience and the Socialization of Cognitive Modes in Children," Child Development, vol. 36, 869-886.
John, Vera P. and Leo S. Goldstein. "The Social Context of Language Acquisition," in Disadvantaged Child, (ed.) by Jerome Hellmuth, vol. 1, 1967, Brunnel Mazel, Inc., 455-469.
Loban, Walter. "The Limitless Possibilities for Increasing Knowledge about Language," Elementary English, XLVII, 1970 624-630.

SETTING: Independent.
MATERIALS: References previously mentioned in this Module.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 3 hours.
EVALUATION: Completed paper by student.

MODULE LF - 005.04 (XUL): Enabling Seminar

OBJECTIVES: This module is designed to offer the student supplementary experiences in clarifying the concepts of the previous modules, especially those found in Module LF-005.03 (XUL).
PREREQUISITE: Module Clusters LF-001.00, LF-002.00, LF-003.00 LF-004.00; and Modules LF-005.01 - 005.03 (XUL).
EXPERIENCE: Small group discussions with faculty member in which questions can be asked, findings discussed, viewpoints aired regarding the readings in Modules LF-005.03 (XUL). Particular care should be taken by the Instructor to ascertain if the students are clear concerning what is meant by structural differences, and if the students understand the main theoretical viewpoint concerning elaborated and restricted linguistic codes.
SETTING: Small group, 1-10 students.
MATERIALS: Readings should be available for ready reference.

LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1 hour.
EVALUATION: Student's participation in the discussion and the quality of his completed paper on the topic.

MODULE LF - 005.05 (XUL): Social Dialects of the New Orleans Area

OBJECTIVES: The student should be able to identify structural differences from nonstandard English of the New Orleans area found in the speech of disadvantaged children. The student should be able to list the contrasts found on the tape.
PREREQUISITE: Module Cluster LF-001.00, LF-002.00, LF-003.00 and LF-004.00 (XUL).
EXPERIENCE: The student should listen to a tape recording presenting a 20 minute sample of nonstandard dialect of a child from the New Orleans area, and should prepare a list of gross phonological and grammatical differences on the tape from standard English.
SETTING: Independent.
MATERIALS: Tape.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1½ hours.
EVALUATION: The list of structural contrasts should be accurate and complete.

MODULE LF - 005.06A (XUL): Teaching English as a Second Dialect

OBJECTIVE: The student should be able to describe differences of methods of teaching English as a foreign language and/or as a second dialect.
PREREQUISITE: Module Clusters LF-001.00, LF-002.00, LF-003.00, and LF-004.00 (XUL).

EXPERIENCE: Group lecture in which the Instructor will discuss the similarities and differences of methods of teaching English as a foreign language and of teaching standard English as a second dialect. The Instructor should discuss with the students some of the sociological and psychological, as well as linguistic, factors involved in teaching language material to elementary school children who speak a nonstandard dialect of English. Such questions as the following should be asked:

1. If all dialects are really systematic and contain equal potential for expression of thoughs, concepts, etc., why should an attempt be made to teach a second dialect to children who speak a nonstandard dialect?
2. What difficulties might a child encounter from his family and community if he were to use only standard English?
3. What effect might a negative reaction from his friends and family have upon his motivation to learn standard English?
4. How might a teacher cope with these problems?
5. How can a teacher avoid importing feelings of inferiority to a child regarding his native dialect?

SETTING: Large group lecture.
MATERIALS: At Instructor's option.
LEVEL: Upper Elementary.
HOURS: 2 hours.
EVALUATION: Experience described in Module LF-005.09 (XUL).

MODULE LF - 005.068 (XUL): Pre-School Programs for the Culturally Disadvantaged

OBJECTIVE: The student should be able to describe and differentiate two different types of pre-school programs for disadvantaged children:
a. the experential, developmental program
b. direct instruction, primarily verbal

	Additionally, the student should be able to list some of the major instructional goals of the Bereiter-Engelmann program and the teaching strategies adopted by the Bereiter-Engelmann program to implement these goals.
PREREQUISITE:	Module Clusters LF-001.00 - LF-004.00 (XUL). Modules LF-005.01 - 005.05 (XUL).
EXPERIENCE:	Large group lecture in which the two types of preschool programs are described with specific illustrations and in which the Bereiter-Engelmann language program is clarified.
SETTING:	Large group setting.
MATERIALS:	At Instructor's option.
LEVEL:	Early Childhood.
HOURS:	1 hour.
EVALUATION:	Experience as described in Module LF-005.09 (XUL).

MODULE LF - 005.07A (XUL): Preparing Pattern Drill Exercises

OBJECTIVE:	The student should be able to design a "pattern" drill practice based on the dialect recorded on the tape used in Module LF-005.05 (XUL).
PREREQUISITE:	Module Clusters LF-001.00 - LF-004.00 (XUL); Modules LF-005.01 - 005.06A (XUL).
EXPERIENCE:	Using the list of dialect differences prepared for Module LF-005.05 (XUL), the student should prepare a pattern drill exercise and microteach the lesson to a small group of elementary school disadvantaged children of the New Orleans area.
SETTING:	Independent, Microteaching.
MATERIALS:	Student's choice.
LEVEL:	Elementary.
HOURS:	Open.
EVALUATION:	The student should evaluate the lesson considering difficulties involved in motivation, sustaining of interest, pace, level of response, and so forth.

MODULE LF - 005.07B (XUL): Instructional Material for Oral Language Activities for the Culturally Disadvantaged

OBJECTIVE: The student should be able to review briefly some of the instructional material used in pre-school programs for the disadvantaged.

PREREQUISITE: Module Cluster LF-001.00 - LF-004.00 (XUL). Modules LF-005.00 - 005.06B (XUL).

EXPERIENCE: The student should examine three of the following instructional material in the curriculum library and write brief over-all descriptions of the material:
Ginn Language Development Kit A
Peabody Language Development Kit
Holt, Rinehart, Winston's Sound and Patterns of Language
Harper and Row The Learning Readiness System
Scott, Foresman Multi-Sensory Learning Aids
SRA Learning to Think Series - K Level
SRA Distar Language I

SETTING: Independent.
MATERIALS: Materials listed above.
LEVEL: Early Childhood.
HOURS: 2 hours.
EVALUATION: The student's written description of the material should demonstrate thorough inspection of the material and also some indication of the theoretical and psychological viewpoint of the publisher of the material.

MODULE LF - 005.08 (XUL): Preparing and Implementing Oral Language Activities in the Primary Grades

OBJECTIVE: The student should be able to plan an oral language activity for disadvantaged children in the preschool or the primary grades.

PREREQUISITE: Module Clusters LF-001.00 - LF-004.00 (XUL). Modules LF-005.00 - 005.07B (XUL).

EXPERIENCE: The student should plan an oral language activity for disadvantaged children in the pre-school or the primary grades. A detailed lesson plan should be submitted and micro-teaching arranged.

SETTING: Independent, Microteaching.
MATERIALS: Student's choice
LEVEL: Early Childhood.
HOURS: Open.
EVALUATION: The student should evaluate her own performance as a teacher and the selection and organization of the lesson.

MODULE LF - 005.09 (XUL): Assessment

OBJECTIVE: This module is designed to evaluate a student's mastery of the cognitive learnings involved in Module Cluster LF-005.00 (XUL).
PREREQUISITE: Module Cluster LF-005.00 (XUL).
EXPERIENCE: Written examination concerning the concepts acquired in the experiences of the module.
SETTING: Large college group.
MATERIAL: Written examination specific to Early and Elementary Majors.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1 hour.
EVALUATION: The student should be able to answer the questions submitted by the examination to a degree of accuracy of 75 %.

LA - 001.00 (XUL) Listening

General Objectives of Module Cluster

The purpose of this module cluster is to make students aware of the importance of planned listening activities in the elementary grades, of impediments of various types to listening, of types of listening situations, of curriculum materials and activities which can be used in the elementary grades to develop the listening skills of young children, and to offer students microteaching experiences in the planning and implementation of listening lessons.

Prerequisites to the Module Cluster

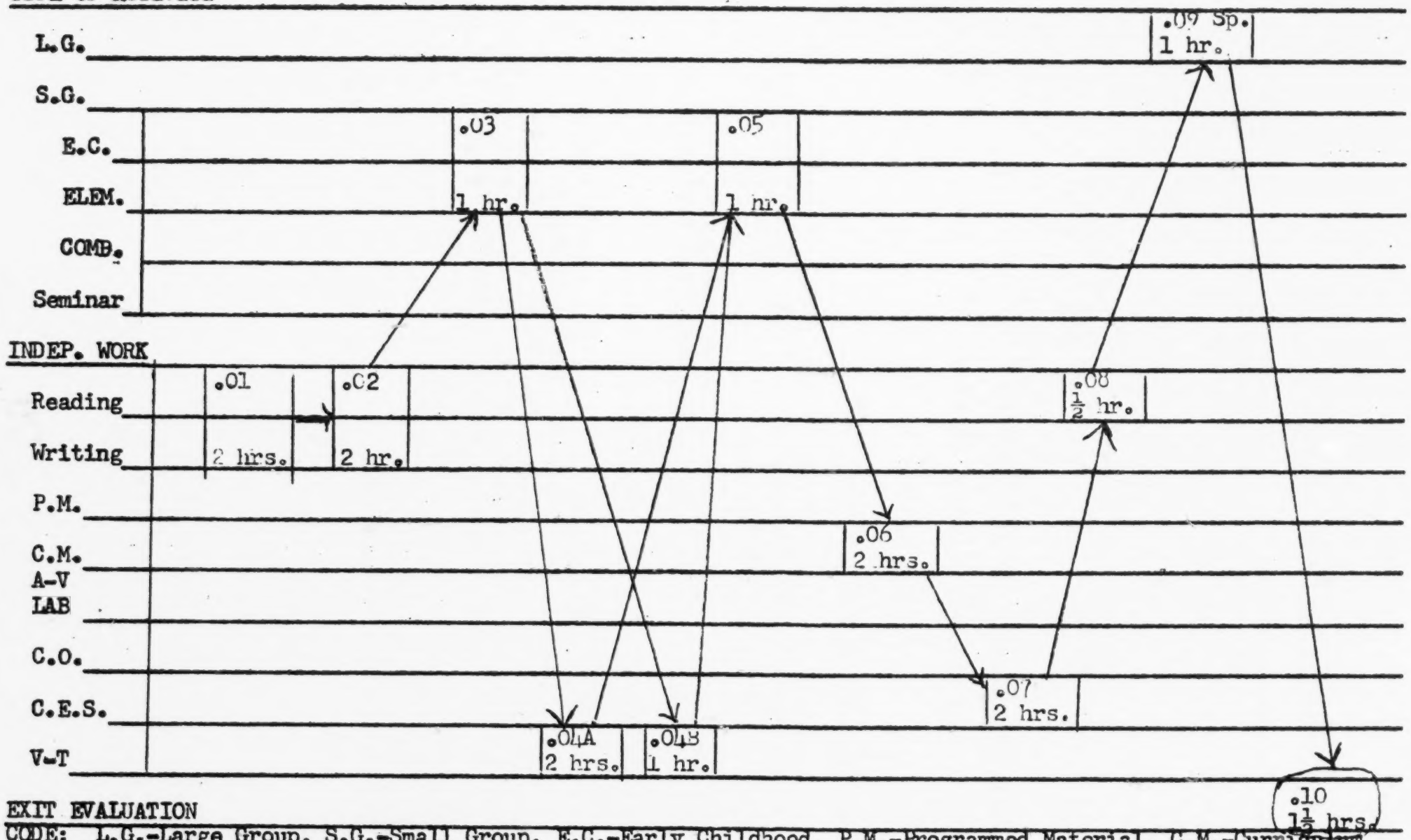
Completion of Linguistic Clusters LF-001.00 - LF-005.00 (XUL).

Modules Within the Module Cluster

This module cluster contains ten modules each of which is related to an aspect of the objectives of the cluster; the modules are as follows:

LA - 001.01 (XUL): Introduction to Listening*
LA - 001.02 (XUL): Premises of the Nebraska Literature Program*
LA - 001.03 (XUL): Story Telling
LA - 001.04 (XUL):
A - Early Childhood: Using the Flannel Board
B - Elementary: Storytelling Practice*
LA - 001.05 (XUL): Interpretative Reading of Poetry*
LA - 001.06 (XUL): Examination of Curriculum Material and Audio-Visual Equipment*
LA - 001.07 (XUL): Using a Listening Station
LA - 001.08 (XUL): Listening Games
LA - 001.09 (XUL): Listening Tests
LA - 001.10 (XUL): Assessment

FLOW CHART - LA-001.00 (XUL)



EXIT EVALUATION

CODE: L.G.-Large Group, S.G.-Small Group, E.C.-Early Childhood, P.M.-Programmed Material, C.M.-Curriculum Material, C.O.-Clinical Observation, C.E.S.-Clinical Experience School, V-T-Video Tape, COMB.-Combined

INSTRUCTIONAL HOUR SUMMARY:

	Type of Module	Class Hours	Department
1	Large group lecture	1	Speech
2	Small group meetings	2 (2 groups)	Education
1	Final examination	1½	Education

MODULE LA - 001.01 (XUL): Introduction to Listening

OBJECTIVE:	The student should be able to specify the difference between hearing and auding; give examples of specific levels of listening, i.e., overhearing, intermittant listening, etc. Give examples of types of listening situations, i.e., appreciative listening, listening for details, critical listening, etc. Specify some physiological, emotional, locational, and cognitive impediments to listening.
PREREQUISITE:	None.
EXPERIENCE:	Independent reading from the following Language Arts textbook: Ruth Strickland: The Language Arts in the Elementary School. Massachusetts: D.C. Heath and Company, 1969, pp. 127-141.
MATERIALS:	Text listed above.
SETTING:	Independent.
LEVEL:	Early Childhood. Upper Elementary.
HOURS:	2 hours.
EVALUATION:	Completion of an Instructor-designed worksheet that elicits the major concepts in the reading.

LA - 001.02 (XUL): Premises of the Nebraska Literature Program

OBJECTIVE:	The student should be able to describe the premises and general procedures of the Nebraska Literature Curriculum for the Elementary Grades.
PREREQUISITE:	LF-001.01 - LF-005.00 (XUL).
EXPERIENCE:	Independent reading of the introduction to any volume of the Nebraska Curriculum Literary Project (Poetry, Language Explorations for the Elementary Grades, Grade 1-6 Curriculum Guides for Teachers).
MATERIALS:	Several copies of the volumes listed above.
SETTING:	Independent.
LEVEL:	Early Childhood. Upper Elementary.
HOURS:	2 hours.
EVALUATION:	The student should prepare a brief, written synopsis of the program and its premises.

MODULE LA - 001.03 (XUL): Story Telling

OBJECTIVE: The student should be able to list the procedures to follow for the preparation of a flannel board story and an oral ("told") story for an elementary school class.

PREREQUISITE: Linguistic Clusters LF-001.01 - LF-005.00 (XUL). LA-001.01 - 001.02 (XUL).

EXPERIENCE: Small group (10-12) student setting in which an Instructor goes over the procedure for the construction of a flannel board story and the preparation of an "oral" story for elementary school children. The Instructor should relate the contents of this module to the student's background reading from Strickland and the Nebraska curriculum.

MATERIALS: Examples of commercial flannel board stories and teacher-prepared flannel board settings and characters.
The Instructor should also have available several copies of the following articles for distribution to the students at the completion of the lecture:
Ruth Sawyer's "How to Tell a Story" from Compton's Pictured Encyclopedia. (Available from Compton's as reprints)
Mabel Wright Henry (ed.) Creative Experiences in Oral Language. NCTE.
The students should return the copies to the learning center when they are finished reading them.

SETTING: College Classrooms--small groups.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: Experiences in Modules LA-001.04A and B (XUL).

MODULE LA - 001.04A (XUL): Using the Flannel Board

OBJECTIVE: The student should prepare a set of flannel board settings and characters for an appropriate story to tell to a small group of young children (pre-school through third grade).

PREREQUISITE: LF-001.01 - LF-005.00 (XUL). LA-001.03 (XUL).

EXPERIENCE: The student uses the flannel board "props" she designed while presenting an appropriate story to a small group of young children.

MATERIALS: Student's own.
Videotape.

SETTING: Independent and videotaping center available with small group of young children to whom the student will present her flannel board story or an appropriate setting within the public schools in which the student can present her story.

LEVEL: Early Childhood.

HOURS: 2 hours.

EVALUATION: If videotaping center is used, student evaluation of her performance.
If videotaping center is not available, peer evaluation of her performance with her own self-evaluation. Tapes could be used to record the student's performance for evaluation.

MODULE LA - 001.04B (XUL): Storytelling Practice

OBJECTIVE: The student should prepare a story for storytelling to a small group of elementary school children (grades 4 through 6).

PREREQUISITE: LF-001.01 - LF-005.09 (XUL). LA-001.01 - LA-001.03 (XUL).

EXPERIENCE: The student selects and delivers an "oral" story to a small group of elementary school children.

MATERIALS: None.

SETTING: Independent preparation and
Videotaping Center available with small group of elementary school children to whom the student will tell her story or an appropriate setting within the public schools.

LEVEL: Elementary.

HOURS: 1 hour.

EVALUATION: If videotaping center is used, student should evaluate her performance.
If videotaping center is not available, peer evaluation of her performance with her own self-evaluation. Tapes should be used to record student's performance for later evaluation.

MODULE LA - 001.05 (XUL): Interpretative Reading of Poetry

OBJECTIVE:	The student should select and prepare for interpretive reading a poem appropriate to the grade level in which she intends to teach.
PREREQUISITE:	Module Clusters LF-001.00 - LF-005.00 (XUL). Modules LA-001.01 - 001.04 (XUL).
EXPERIENCE:	The student should read her selection before a peer audience and meet with an Instructor at a later time to analyze the tape of her reading for voice clarity, volume, expressiveness, phrasing, appropriate use of pitch, pronunciation and so forth.
MATERIALS:	Tape recorder and tapes.
SETTING:	Small group setting.
LEVEL:	Early Childhood. Upper Elementary.
HOURS:	1 hour.
EVALUATION:	Student meets with the Instructor for individual oral evaluation.

MODULE LA - 001.06 (XUL): Examination of Curriculum Material and Audio-Visual Equipment

OBJECTIVE: The student should be able to describe the following commercial materials available for listening activities and be able to operate the following pieces of audio or audio/visual equipment:

Commercial Materials	
Scott, Foresman and Company	Sounds Around Us (3 records)
Folkways/Scholastic Records	Sounds of Camp Sounds of My City Sounds of Animals Sounds of Insects Sounds of Satellites The Downtown Story
Ginn Kimbo Records	Let's Listen Listening Skills for Pre-Readers Sounds for Young Readers
Webster Division of McGraw-Hill	Stories for Listening: Speech Sounds

NCTE	African Village Folktales Newbery Award Records You Read to Me, I'll Read to You (John Ciardi)
Enrichment Teaching Materials	American Landmarks Records
Encylopedia Britannica	Several sets of the records and coordinated filmstrip
Society for Visual Education	How to Listen
Audio-Visual Equipment	
The Language Master	Listening Station
Tape recorder	
Filmstrips	
Motion Picture Projector	

PREREQUISITE: Modules LF-001.00 - 005.09 (XUL) and LA-001.01 - 001.02 (XUL).
MATERIALS: Above listed materials.
SETTING: Audio-Visual-Curriculum Center
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 2 hours.
EVALUATION: The clarity and accuracy of the Student's written description of the Material examined. Additionally, performance aspects of Assessment Module LA-001.10 (XUL).

MODULE LA - 001.07 (XUL): Using a Listening Station

OBJECTIVE: The student should demonstrate the ability to prepare a listening situation for children in which they respond with facts, specific information and/or the ordering of events.
PREREQUISITE: Module Cluster LF-001.00 - LF-005.00 (XUL).
Modules LA-001.01 - 001.06 (XUL).
EXPERIENCE: The student prepares a listening situation for use on a listening station for a group of children. The children must be assigned some

written type of response to be used with the tape or after the tape has been completed.

SETTING: Independent preparation and public school setting.

MATERIALS: Listening station for about five children.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 2 hour.

EVALUATION: The written response of the children will help the prospective teacher evaluate the organization of the lesson, the wording of directions and/or instructions, the clarity of the tape, and so forth.

MODULE LA - 001.08 (XUL): Listening Games

OBJECTIVE: The student should be able to list and describe a number of listening games appropriate for children in the elementary grades.

PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL).
Modules LA-001.01 - 001.02 (XUL).

EXPERIENCE: The student independently reads the following handbook:
Wagner, Guy, Max Hosier and Mildred Blackman. Listening Games. Teachers Publishing Corp., 1962.

MATERIALS: Several copies of the handbook listed above.

SETTING: Independent.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: ½ hour.

EVALUATION: Assessment Module LA-001.10 (XUL).

MODULE LA - 009 (XUL): Listening Tests

OBJECTIVE: The student should demonstrate familiarity with the following tests for hearing acuity and for listening abilities:
the watch and whisper test
an audiometer

	Brown-Carlsen Listening Test, World Book Co. California Auding Test, Council on Auding Research, 146 Columbia Avenue, Redwood City, California. Educational Testing Service, Princeton, N.J.
PREREQUISITE:	Modules LA-001.01 - 001.02 (XUL).
EXPERIENCE:	Large group lecture; overhead projector.
MATERIALS:	Tests listed above. Audiometer for examination after lecture.
SETTING:	Large college class.
LEVEL:	Early Childhood. Elementary.
HOURS:	1 hour.
EVALUATION:	Experiences provided in Module LA-001.10 (XUL).

MODULE LA - 001.10 (XUL): Assessment

OBJECTIVE:	This module is designed to evaluate the student's retention of the cognitive aspects of the Listening Cluster and the student's ability to operate some of the audio visual equipment listed in Module LA-001.06 (XUL).
PREREQUISITE:	Modules LA-001.01 - 001.09 (XUL).
EXPERIENCE:	Written examination and brief individually administered audiovisual performance test.
MATERIALS:	Written examination prepared by team teaching the Cluster and audiovisual equipment listed in Module LA-001.06 (XUL).
SETTING:	Large college group next to Curriculum Center.
LEVEL:	Early Childhood. Upper Elementary.
HOURS:	1½ hours.
EVALUATION:	The student should show a mastery of the material at 85 % degree of performance and satisfactorily operates any of the equipment called upon by the Instructor.

LA - 002.00 (XUL) Oral Language

General Objectives of Module Cluster

The purpose of this module cluster is to make students aware of the concept of oracy as a goal of instruction in the elementary school, to enable students to arrange the physical environment of the classroom so as to encourage the development of language abilities, to acquaint students with materials and activities to develop oral language abilities, and to give students microteaching experiences in situations involving the use of oral language.

Prerequisites to the Module Cluster

Completion of Linguistic Clusters LF-001.01 to LF-005.09 (XUL).

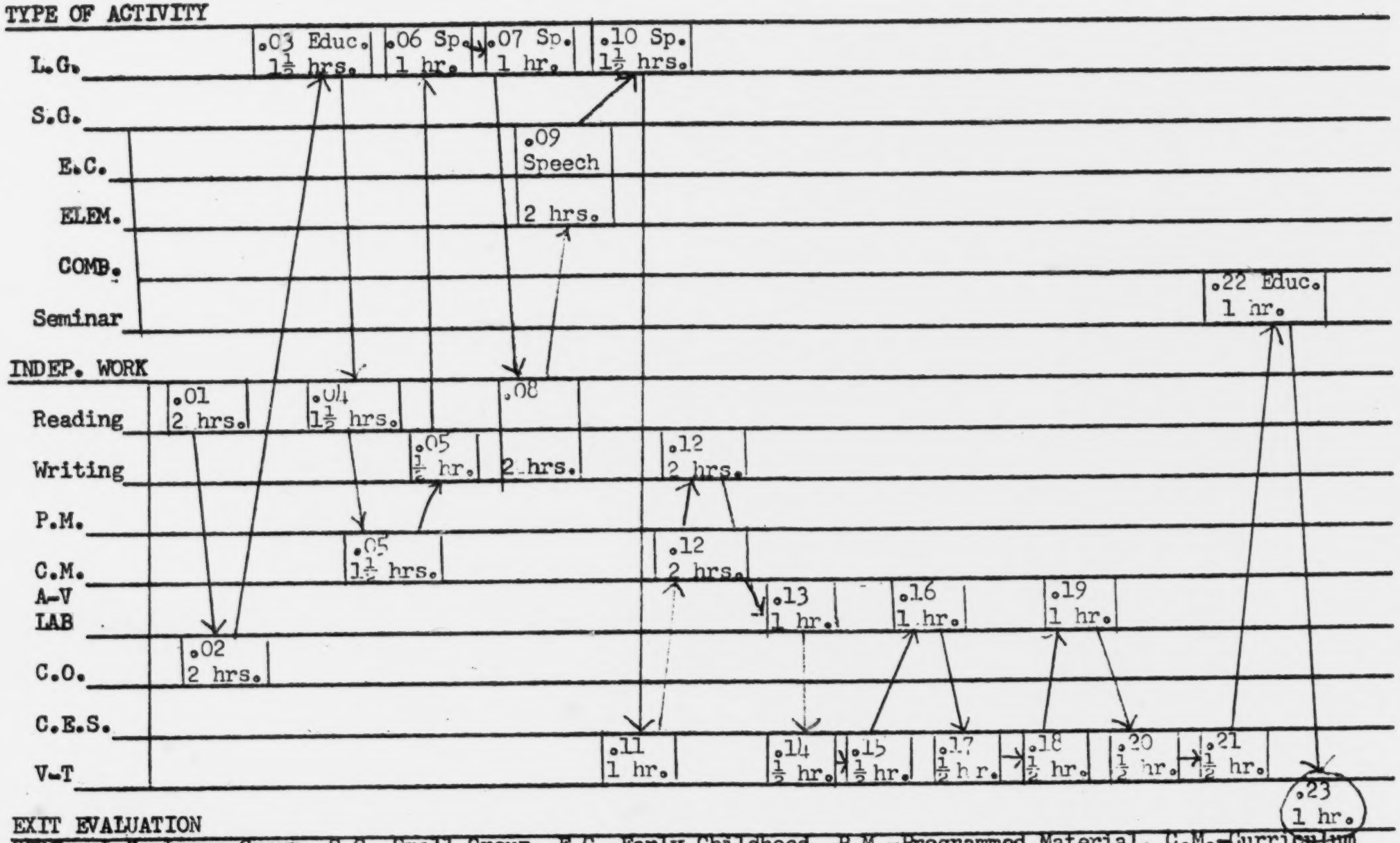
Modules Within the Module Cluster

This module cluster contains 23 modules each of which is related to an aspect of the objectives of the cluster; the modules are as follows:

LA - 002.01 (XUL): Independent Readings on Oracy
LA - 002.02 (XUL): Clinical Observations of the Use of Language in Two Different Types of Classroom Organization*
LA - 002.03 (XUL): Seminar on Oracy and Clinical Observations
LA - 002.04 (XUL): Independent Reading on the Goals of Oral Language Instruction in the Elementary School
LA - 002.05 (XUL): Examination of Curriculum Material for Aural-Oral Language Activities*
LA - 002.06 (XUL): Choral Reading*
LA - 002.07 (XUL): Types of Voice Choirs
LA - 002.08 (XUL): Building a Choral Reading Library*
LA - 002.09 (XUL): Choral Reading Practice
LA - 002.10 (XUL): Creative Dramatics in the Elementary School
LA - 002.11 (XUL): Participation in Creative Dramatics
LA - 002.12 (XUL): Examination of Elementary School Language Arts Textbooks for Oral Language Activities
LA - 002.13 (XUL): Effective Questioning in Classroom Discussions - Far West Regional Laboratory Minicourse; Sequence I
LA - 002.14 (XUL): Microteaching - Sequence I
LA - 002.15 (XUL): Microteaching - Sequence I

LA - 002.16 (XUL): Effective Questioning in Classroom Discussions - Far West Regional Laboratory Minicourse; Sequence 2
LA - 002.17 (XUL): Microteaching - Sequence 2
LA - 002.18 (XUL): Microteaching - Sequence 2
LA - 002.19 (XUL): Effective Questioning in Classroom Discussions - Far West Regional Laboratory Minicourse; Sequence 3
LA - 002.20 (XUL): Microteaching - Sequence 3
LA - 002.21 (XUL): Microteaching - Sequence 3
LA - 002.22 (XUL): Enabling Seminar
LA - 002.23 (XUL): Assessment

FLOW CHART - LA-002.00 (XUL)



EXIT EVALUATION

CODE: L.G.-Large Group, S.G.-Small Group, E.C.-Early Childhood, P.M.-Programmed Material, C.M.-Curriculum Material, C.O.-Clinical Observation, C.E.S.-Clinical Experience School, V-T-Video Tape, COMB.-Combined

INSTRUCTIONAL HOUR SUMMARY:

Type of Module	Class Hours	Department
4 Large group meeting	1½	Educ.
	3½	Sp.
1 Small group meeting	2 (2 groups)	Sp.
1 Seminar	1 (2 possible groups)	Educ.
1 Final Examination	1	Educ.

MODULE LA - 002.01 (XUL): Independent Readings on Oracy

OBJECTIVE: The student should be able to define oracy and to cite recent linguistic and research findings that support the necessity of a strong, consistent, and planned oral language program in the elementary grades.

EXPERIENCE: The student should examine two of the following readings:

Birmingham University Education Department. Some Aspects of Oracy. Champaign, Illinois: NCTE, 1965.

Walter D. Loban. The Language of Elementary School Children. Research Report No. 1, Champaign, Illinois: NCTE, 1963.

NCTE, Commission on the English Curriculum, Language Arts for Today's Children. NCTE Curriculum Series, Vol. II of New York: Appleton-Century-Crofts, Inc., 1954.

Ruth G. Strickland. The Language of Elementary School Children: Its Relationship to the Language of Reading Textbooks and the Quality of Reading of Selected Children. Bulletin of the School of Education, Vol. 38, No. 4. Bloomington: Indiana University, 1962.

Andrew Wilkinson. Spoken English. Champaign, Illinois: NCTE, 1965.

PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL).
SETTING: Independent.
MATERIALS: Readings listed above.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 2 hours.
EVALUATION: Experience described in Module LA-002.03 (XUL).

MODULE LA - 002.02 (XUL): Clinical Observations of the Use of Language in Two Different Types of Classroom Organization

OBJECTIVE: The student should be able to evaluate the physical arrangements of classrooms in terms of their effect on the encouragement and stimulation of oral language in the classroom.

EXPERIENCE: The student should observe for one hour in both a traditional classroom and a more innovative

classroom (i.e. a Montessori classroom, a Workshop Way classroom, an "open" classroom, a language arts center classroom) in the public school system. The student should note whether the arrangement of the classroom is related to the amount and the function of language as it is used in the classroom by both the teacher and the children.

PREREQUISITES: Module LF-002.01 (XUL).

SETTING: Independent, scheduled visits to classrooms typifying two contrasting orientations to both the use of physical space and active exploration by children.

MATERIALS: Observation sheets designed to focus the student's attention on features of the classroom related to the Unit.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 2 hours.

EVALUATION: Experience described in Module LA-002.03 (XUL).

MODULE LA - 002.03 (XUL): Seminar in Oracy and Clinical Observations

OBJECTIVE: This module is designed to offer the student supplementary experiences in clarifying the concepts of Module LA-002.01 (XUL) and evaluating their visits of Module LA-002.02 (XUL).

PREREQUISITE: Modules LA-002.01 and LA-002.02 (XUL).

EXPERIENCE: Students meet in small groups to discuss their readings of Module LA-002.01 (XUL) and their observations of Module LA-002.02 (XUL). One of the students should be selected as a moderator of each group. The students should attempt to formulate their groups' consensus as to the following:

1. What is meant by oracy?
2. How is this different from literacy as a goal or elementary education? How is it related to literacy?
3. Does the science of linguistics offer support for the idea that oracy is related to literacy?

4. Would the research of Loban and Strickland support the inclusion of a planned, carefully developed program in oral language in the elementary school curriculum?
5. Does there appear to be a relationship between competency in oral language and competency in reading?
6. Does there appear to be a relationship between competency in oral language and competency in composition?
7. Did the students themselves experience an intensive language program in the elementary grades to the best of their memories?
8. Do the students perceive a relationship between their oral language abilities and their facility in interpretative reading, oral reading, work decoding skills, composition, etc.?
9. Which of the classroom environments visited appear to be more conducive to the encouragement of spontaneous oral language and to the functional use of language as a learning facilitator?

SETTING: Large college classroom in which students can break down into groups of approximately 6 to 8 students and then return for reports to an instructor-Moderator who would receive reports and summarize findings.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1½ hours.

EVALUATION: The students reports should indicate perceptive reading of the recommended reports of Module LA-002.01 (XUL) and perceptive observations of procedures and physical arrangements of the classrooms visited in Module LA-002.02 (XUL).

MODULE LA - 002.04 (XUL): Independent Reading on the Goals of Oral Language Instruction in the Elementary School

OBJECTIVE: The student should be able to list and describe language art skills and abilities recommended as goals of instruction by language art specialists.

EXPERIENCE: The student should read chapters devoted to oral language in one of the following textbooks on the Language Arts:

Paul S. Anderson. Language Skills in Elementary Education. Macmillan, 1967.

Mildred Dawson and Marian Zollinger. Guiding Language Learning. Harcourt, Brace and World, 1957.

Harry Greene and Walter Petty. Developing Language Skills in the Elementary School. New York: Allyn and Bacon, 1971.

National Council of Teachers of English. Language Arts for Today's Children. Appleton-Century-Crofts, 1954.

Ruth Strickland. The Language Arts in the Elementary School. D.C. Heath, 1969.

PREREQUISITE: Module Clusters LF-001.01 - LF-005.00 (XUL).
Module LA-002.01 (XUL).

SETTING: Independent.

MATERIALS: Textbooks listed above. Handouts should also be prepared in Early Childhood and in Elementary summarizing major recommendations of behaviorial objectives for oral language in the elementary grades.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1½ hours.

EVALUATION: Experience described in Module LA-002.23 (XUL).

MODULE LA - 002.05 (XUL): Examination of Curriculum Material for Aural-Oral Language Activities

OBJECTIVE: The student should be able to describe the following commercial materials available for aural-oral language activities in the elementary school.

Bowar	Early Childhood Series
Childcraft Ed. Corp.	Table Farm and Table Zoo
Ginn and Co.	Language - Kits A and B
Harper and Row	Learning Readiness System
Holt, Rinehart, Winston	Sounds and Patterns of Language
Houghton Mifflin	Get Set
	Listen and Do

Houghton Mifflin	Listening and Learning Getting Ready to Read
Scott, Foresman	Multi-Sensory Learning Aids
Silver Burdett	Kindergarten Picture Packet
SRA Laboratories	Learning to Think Series Distar Language I
SVA	Picture Packets
Western Publishing	Adventures in Discovery
Webster Division-McGraw-Hill	Tell Again Nursery Rhymes Tell Again Story Cards

PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL).
EXPERIENCE: Independent examination of materials in curriculum center.
SETTING: Independent.
MATERIALS: Listed above.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 2 hours.
EVALUATION: Student should turn in to the Instructor brief descriptions of the materials on index cards.

MODULE LA - 002.06 (XUL): Choral Reading

OBJECTIVE: The student should demonstrate familiarity with the objectives and values found in choral reading in the elementary school.
PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL).
EXPERIENCE: The student may attend a large college group lecture in which the objectives are covered by an Instructor or the student may select Independent readings from any of the following:
Arbuthnot, Mary Hill. "Voice Choires," in Children and Books. Scott, Foresman and Company, 1964. Pp. 220-249.
Gullan, Marjorie and Percival Gurrey. Poetry Speaking for Children. Expression, 1937.
Hamm, Agnes C. Choral Speaking Technique, Tower Press, 1951.
Henry, Mabel (ed.) "Choral Reading," in Creative Experiences in Oral Language. NCTE, 1967. Pp. 13-30.
SETTING: Large college lecture OR Independent work.
MATERIALS: Books listed above.

LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1 hour.
EVALUATION: Experiences provided in Module LA-002.09 (XUL).

MODULE LA - 002.07 (XUL): Types of Voice Choirs

OBJECTIVE: The student should be able to define briefly common terms found in descriptions of choral reading procedures. Some of these terms would include the following:
Unison Choral Reading
Antiphonal Choral Reading
Choirs, Groups, and Choruses
High, Medium, and Low Voices
Dark and Light Voices
Line-A-Child or Line a Choir
Choral Reading

PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL).
Module LA-002.06 (XUL).

EXPERIENCE: Group lecture or continuation of independent work described in Module LA-002.06 (XUL).

SETTING: Large college lecture Or Independent work.

MATERIALS: Books listed below:

Arbuthnot, Mary Hill. "Voice Choires," in Children and Books. Chicago: Scott, Foresman and Company, 1964. Pp. 220-249.

Bullan, Marjorie and Percival Gurrey. Poetry Speaking for Children. Magnolia, Massachusetts: Expression, 1937.

Hamm, Agnes C. Choral Speaking Technique. New York: Tower Press Publishing Co., 1951.

Henry, Mabel (ed.) "Choral Reading," in Creative Experiences in Oral Language. Champaign, Illinois: NCTE, 1967. Pp. 13-30.

LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1 hour.
EVALUATION: The student should demonstrate a working knowledge of the vocabulary by participating in experiences described in LA-002.09 (XUL).

MODULE LA - 002.08 (XUL): Building a Choral Reading Library

OBJECTIVE: The student should demonstrate an ability to select appropriate choral readings for either the primary grades or the upper elementary grades and to group these readings into selections appropriate for Unison work, for Antiphonal work, for Line-A-Child or Line-A-Choir work, and so forth.

PREREQUISITES: Module Cluster LF-001.00 - LF-005.00 (XUL). Modules LA-002.06 (XUL).

EXPERIENCE: The student should consult the following reference books or compilations of children's poetry and build a bibliography of poetry suitable for particular types of choral reading appropriate to either the primary grades or the upper elementary grades.

SETTING: Independent.

MATERIALS: The following reference books should be available for the student's use:

Arbuthnot, Mary Hill. Children and Books. Chicago: Scott, Foresman and Company, 1964.

Abney, Louise. Choral Speaking Arrangements for the Lower Grades. Magnolia, Massachusetts: Expression, 1952.

Garrison, Geraldine. "Bibliography of Choral Speaking in the Elementary School." The Speech Teacher, III (March 1954), Pp. 107-111.

Gullan, Marjorie, The Speech Choir. Harper, 1937.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 2 hours.

EVALUATION: The student's bibliography should be turned in to the Instructor for evaluation.

MODULE LA - 002.09 (XUL): Choral Reading Practice

OBJECTIVE: The student's should demonstrate the ability to organize and to present a choral reading to her peers.

PREREQUISITE: Module Cluster LF-001.00 - LF-005.00 (XUL). Modules LA-002.06 - 002.07 (XUL).

EXPERIENCE: The students should divide into groups in order to prepare a choral reading selection and present it to their peers.

SETTING: Small college groups and a large lecture room for performance.
MATERIALS: Students' selection.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 2 hours.
EVALUATION: Peer evaluation of each group's performance

MODULE LA - 002.10 (XUL): Creative Dramatics in the Elementary School

OBJECTIVE: The student should be able to describe the objectives and values of creative dramatics in the elementary school classroom and to define some common terms found in descriptions of creative dramatics in articles and books.
PREREQUISITE: Module Cluster LF-001.00 - LF-005.00 (XUL). Modules LA-002.01 and LA-002.04 (XUL).
EXPERIENCE: The student should attend a large college group lecture in which the following concepts are clarified:

What is meant by the term creative dramatics?
How does creative dramatics differ from dramatic play?
How does it differ from presented dramatizations?
What are the objectives and values of creative dramatics?
What is the teacher's role in guidance? in motivating? in "setting the occasion?
What are the first types of creative dramatic experiences recommended
(1) for very young children
(2) for children who have had no experience in creative dramatic activities
What is meant by psychodrama and sociodrama?
How can creative dramatics enrich vocabulary?

SETTING: Large college lecture.
MATERIALS: At Instructor's option.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1½ hours.
EVALUATION: Experiences provided in Modules LA-002.11 (XUL) and LA-002.23 (XUL).

MODULE LA - 002.11 (XUL): Participation in Creative Dramatics

OBJECTIVE:	The student should actively participate in a creative dramatics situation and should view her participation on video-tape.
PREREQUISITE:	Module Clusters LF-001.00 - LF-005.00 (XUL). Module LA-002.10 (XUL).
EXPERIENCE:	Workshop involving creative dramatics.
SETTING:	Media center.
MATERIALS:	Video-tape equipment.
LEVEL:	Early Childhood. Upper Elementary.
HOURS:	1 hour.
EVALUATION:	Student's self-evaluation of her and her group's performance.

MODULE LA - 002.12 (XUL): Examination of Elementary School Language Arts Textbooks for Oral Language Activities

OBJECTIVE:	The student should be able to compare and describe types of oral language activities recommended by elementary school textbooks on the language arts and evaluate them in terms of their experiences in previous modules.
PREREQUISITE:	Module Clusters LF-001.00 - LF-005.00 (XUL). Modules LA-002.01 - 002.11 (XUL).
EXPERIENCE:	Independent examination of some recent editions of Elementary School Language Arts Textbooks. Early childhood students would review textbooks for grades 3-7. Recommended Language Arts series are the following: <u>The Laidlaw Brothers English Program</u> published by Laidlaw, Division of Doubleday <u>The Roberts English Program</u> published by Harcourt, Brace and World. <u>English in Our Language</u> published by Heath <u>The World of Language</u> published by Follett Education Corporation
SETTING:	Independent.
MATERIALS:	A complete set of the Language Arts series recommended above.
LEVEL:	Early Childhood. Upper Elementary.
HOURS:	2 hours.

EVALUATION: The student will turn in to the Instructor a description of the examined series, comparing and contrasting each of them and evaluating each series in terms of the student's experiences in the previous modules.

MODULE LA - 002.13 (XUL): Effective Questioning in Classroom Discussions - Far West Regional Laboratory Minicourse; Sequence I

OBJECTIVE: The student should learn specific teaching skills involved in the use of questioning in a classroom discussion.

PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL). Modules LA-002.01 - 002.03 (XUL).

EXPERIENCE: The student should view a videotaped instructional lesson in which one to three specific teaching skills are described and illustrated with brief classroom clips. The student should then view a brief videotaped class sequence which shows a model teacher using these skills in a microteaching situation. As the model lesson progresses, the student is required to identify each skill as it occurs and should get prompt feedback on the correctness of her identification.

MATERIALS: Minicourse I: "Effective Questioning in a Classroom Discussion" (produced by Far West Laboratory for Educational Research and Development) now available from Macmillan Educational Services, 8701 Wilshire Blvd., Beverly Hills, California, 90211.
Videotape equipment (Sony ½", Sony 1", or Ampex 1").

SETTING: Media center, large group.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: Experiences on Modules LA-002.14 and 002.15 (XUL).

MODULE LA - 002.14 (XUL): Microteaching - Sequence I

OBJECTIVE: The student should demonstrate the ability to use the skills covered in the instructional and

model tape described in Module LA-002.13 (XUL).

PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL).
Module LA-002.13 (XUL).

EXPERIENCE: The student should teach a brief lesson involving four to eight pupils in a micro-teaching situation. This lesson is recorded on videotape and immediately upon its completion, replays of the videotape are evaluated by the student on special evaluation forms developed for this purpose.

MATERIALS: Videotaping equipment.
Group of young children.

SETTING: Media Center.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: ½ hour.

EVALUATION: Student evaluation of her performance.

MODULE LA - 002.15 (XUL): Microteaching - Sequence I

OBJECTIVE: The student should perfect the discussion-questioning skills viewed in Module LA-002.13 and practiced in Module LA-002.14 (XUL).

PREREQUISITE: Modules LA-002.13 and 002.14 (XUL).

EXPERIENCE: The students should replay the microteach lesson and reteach this lesson to another group of pupils. The reteach lesson should be recorded also on videotape and again the student should evaluate her performance during replays of the tape.

MATERIALS: Videotaping equipment.
Group of young children.

SETTING: Media center.

LEVEL: Early Childhood.
Upper Elementary

HOURS: ½ hour.

EVALUATION: Student evaluation of her performance.

MODULE LA - 002.16 (XUL): Effective Questioning in Classroom Discussions - Far West Regional Laboratory Minicourse; Sequence 2

OBJECTIVE: The student should learn specific teaching skills

involved in the use of questioning in a classroom discussion.

PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL).
Modules LA-002.13 - 002.15 (XUL).

EXPERIENCE: The student should view a videotaped instructional lesson in which one to three specific teaching skills are described and illustrated with brief classroom clips. The student should then view a brief videotaped class sequence which shows a model teacher using these skills in a microteaching situation. As the model lesson progresses, the student is required to identify each skill as it occurs and should get prompt feedback on the correctness of her identification.

MATERIALS: Minicourse I: "Effective Questioning in a Classroom Discussion" (produced by Far West Laboratory for Educational Research and Development) now available from Macmillan Educational Services, 8701 Wilshire Blvd., Beverly Hills, California, 90211. Sequence 2.
Videotape equipment (Sony 1", or Ampex 1").

SETTING: Media center.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: Experiences on Modules LA-002.17 and 002.18 (XUL).

MODULE LA - 002.17 (XUL): Microteaching - Sequence 2

OBJECTIVE: The student should demonstrate the ability to use the skills covered in the instructional and model tape described in Module LA-002.16 (XUL).

PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL).
Modules LA-002.13 - 002.16 (XUL).

EXPERIENCE: The student should teach a brief lesson involving four to eight pupils in a microteaching situation. This lesson is recorded on videotape and immediately upon its completion, replays of the videotape are evaluated by the student on special evaluation forms developed for this purpose.

MATERIALS: Videotaping equipment.
Group of young children.

SETTING: Media center.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: ½ hour.
EVALUATION: Student evaluation of her performance.

MODULE LA - 002.18 (XUL): Microteaching - Sequence 2

OBJECTIVE: The student should perfect the discussion-questioning skills viewed in Module LA-002.16 and practiced in Module LA-002.17.
PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL). Modules LA-002.13 - 003.17 (XUL).
EXPERIENCE: The students should replay the microteach lesson and reteach this lesson to another group of pupils. The reteach lesson should be recorded also on videotape and again the student should evaluate her performance during replays of the tape.
MATERIALS: Videotaping equipment. Group of young children.
SETTING: Media center.
LEVEL: Early Childhood. Upper Elementary.
HOURS: ½ hour.
EVALUATION: Student evaluation of her performance.

MODULE LA - 002.19 (XUL): Effective Questioning in Classroom Discussions - Far West Regional Laboratory Minicourse; Sequence 3

OBJECTIVE: The student should learn specific teaching skills involved in the use of questioning in a classroom discussion.
PREREQUISITE: Module Cluster LF-001.00 - LF-005.00 (XUL). Modules LA-002.13 - 002.18 (XUL).
EXPERIENCE: The student should view a videotaped instructional lesson in which one to three specific teaching skills are described and illustrated with brief classroom clips. The student should then view a brief videotaped class sequence which shows a model teacher using these skills in a microteaching situation. As the model lesson progresses, the student is required to identify each skill as it occurs and should get prompt feedback on the correctness of her identification.

MATERIALS: Minicourse I: "Effective Questioning in a Classroom Discussion" (produced by Far West Laboratory for Educational Research and Development) now available from Macmillan Educational Services, 8701 Wilshire Blvd., Beverly Hills, California, 90211. Sequence 3. Videotape equipment (Sony ½", Sony 1", or Ampex 1").
SETTING: Media center.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1 hour.
EVALUATION: Experiences on Module LA-002.20 and 002.21 (XUL).

MODULE LA - 002.20 (XUL): Microteaching - Sequence 3

OBJECTIVE: The student should demonstrate the ability to use the skills covered in the instructional and model tape described in Module LA-002.19 (XUL).
PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL). Modules LA-002.13 - 002.19 (XUL).
EXPERIENCE: The student should teach a brief lesson involving four to eight pupils in a microteaching situation. This lesson is recorded on videotape and immediately upon its completion replays of the videotape are evaluated by the student on special evaluation forms developed for this purpose.
MATERIALS: Videotaping equipment.
Group of young children.
SETTING: Media center.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: ½ hour.
EVALUATION: Student evaluation of her performance.

MODULE LA - 002.21 (XUL): Microteaching - Sequence 3

OBJECTIVE: The student should perfect the discussion-questioning skills viewed in LA-002.19 and practiced in Module LA-002.20 (XUL).

PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL).
Modules LA-002.13 - 002.20 (XUL).

EXPERIENCE: The students should replay the microteach lesson and reteach this lesson to another group of pupils. The reteach lesson should be recorded also on videotape and again the student should evaluate her performance during replays of the tape.

MATERIALS: Videotaping equipment.
Group of young children.

SETTING: Media center.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: ½ hour.

EVALUATION: Student evaluation of her performance.

MODULE LA - 002.22 (XUL): Enabling Seminar

OBJECTIVE: This module is designed to furnish supplementary experience in the clarification of cognitive concepts found in the Oral Language Component.

PREREQUISITE: Modules LA-002.01 - 002.13 (XUL).

EXPERIENCE: An enabling seminar should be given to small groups of students to clarify cognitive concepts found in the Oral Language Component. Student attendance would be optional.

SETTING: College classrooms; 10-12 students.

MATERIALS: At Instructor's option.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: Successful completion of written examination of Module La-002.23 (XUL).

MODULE LA - 002.23 (XUL): Assessment

OBJECTIVE: This module is designed to evaluate a student's mastery of the cognitive learnings involved in the Oral Language Component.

PREREQUISITE: Modules LA-002.01 - 002.12 (XUL).

EXPERIENCE: Written examination concerning the concepts acquired by the experiences of the modules.

SETTING: Large college group.

MATERIAL: Written examination specific to Early and Elementary Majors.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: The student should be able to answer the questions submitted by the examination to a degree of accuracy of 85 %.

LA - 003.00 (XUL) Spelling

General Objectives of Module Cluster

The purpose of this module cluster is to acquaint students with different approaches to spelling instruction, to enable students to critically examine commercial spelling programs, and to offer students the opportunity to plan and to teach in a micro teaching situation a spelling lesson.

Prerequisites to the Module Cluster

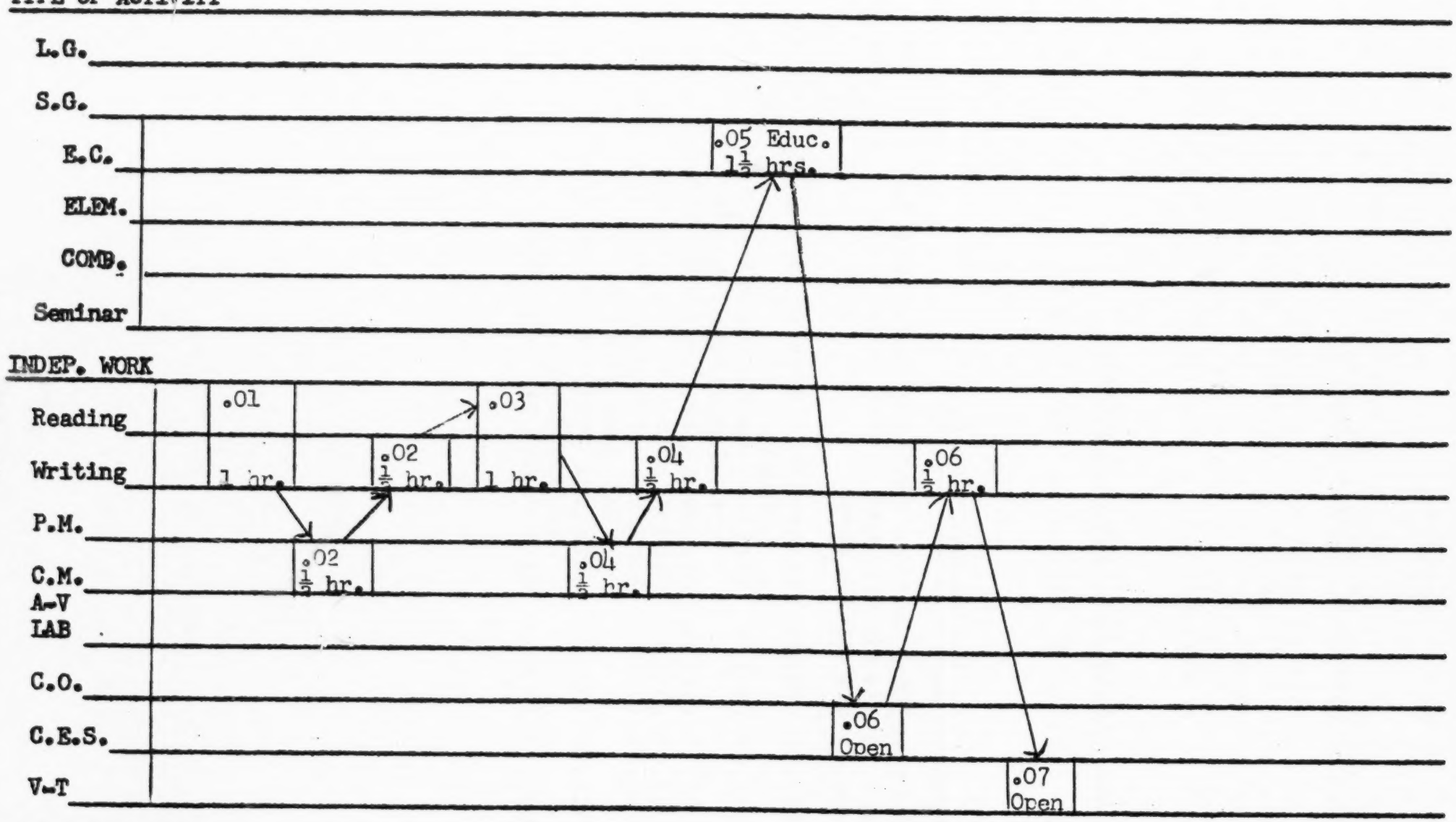
Completion of Linguistic Clusters LF-001.00 - LF-004.00 (XUL).

Modules within the Module Cluster

This module cluster contains seven modules each of which is related to an aspect of the objectives of the cluster; the modules are as follows:

LA - 003.01 (XUL): Independent Work on Spelling Generalizations
LA - 003.02 (XUL): Spelling Generalizations Found in Commercial Spelling Programs
LA - 003.03 (XUL): Diagnosis of Spelling Difficulties
LA - 003.04 (XUL): Organization of Instruction in Spelling*
LA - 003.05 (XUL): Seminar: Critical Analysis of Commercial Spelling Programs
LA - 003.06 (XUL): Clinical Observation on Spelling Instruction
LA - 003.07 (XUL): Microteaching: Spelling

FLOW CHART - LA-003.00 (XUL)



EXIT EVALUATION

CODE: L.G.-Large Group, S.G.-Small Group, E.C.-Early Childhood, P.M.-Programmed Material, C.M.-Curriculum Material, C.O.-Clinical Observation, C.E.S.-Clinical Experience School, V-T-Video Tape, COMB.-Combined

INSTRUCTIONAL HOUR SUMMARY:

Type of Module	Class Hours	Department
1 Small group meeting	1½ (2 groups)	Education

MODULE LA - 003.01 (XUL): Independent Work on Spelling Generalizations

OBJECTIVE: The student should demonstrate the ability to determine inductively and to state the generalizations pertaining to the correct spelling of a selected list of words.

PREREQUISITE: Module Clusters LF-001.00 - 004.00 (XUL).

EXPERIENCE: The student develops a set of spelling generalization to account for the orthography of a given list of words (approximately 50, several examples given of each generalization, but not necessarily grouped according to generalization correspondence.)

SETTING: Independent.

MATERIAL: List of 50 words chosen to represent a variety of spelling generalizations.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: Experience described in Module LA-003.02 (XUL).

MODULE LA - 003.02 (XUL): Spelling Generalizations Found in Commercial Spelling Programs

OBJECTIVE: The student can match a list of spelling generalizations as formulated by a current commercial spelling program with her own inductively determined spelling generalizations.

PREREQUISITE: Module Clusters LF-001.00 - LF-004.00 (XUL).
Module LA-003.01 (XUL).

EXPERIENCE: The student correlates a list of spelling generalizations with her own generalizations formulated in Module LA-003.01 (XUL) and sorts a specific list of spelling words under each of the generalizations. Generalizations would include frequent spellings of short and long vowels, difficulties involving e, c, g, terminal /k/ sounds, formation of plurals and past tense, verbals, and so forth. The list of words would also include some exceptions to each generalization which the student should note.

SETTING: Independent.
MATERIAL: List of spelling generalizations and words.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1 hour.
EVALUATION: Student submits to the Instructor his completed work for evaluation.

MODULE LA - 003.03 (XUL): Diagnosis of Spelling Difficulties

OBJECTIVE: The student can determine inductively reasons for spelling difficulties from a list of frequently misspelled words.
PREREQUISITE: None.
EXPERIENCE: The student can state the probable cause of spelling difficulties of words frequently misspelled.
SETTING: Independent.
MATERIAL: List of words frequently misspelled.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1 hour.
EVALUATION: Student submits to the Instructor his written list of probable causes of spelling difficulty.

MODULE LA - 003.04 (XUL): Organization of Instruction in Spelling

OBJECTIVE: The student can identify various methods of recommended study found in commercial spelling programs and can identify various ways to organize and to select a given list of words for direct spelling instruction on the same grade level.
PREREQUISITE: None.
EXPERIENCE: The student examines several commercial spelling programs on one grade level and compares each of their recommended procedure for study and for the selection and the organization of spelling words. The student prepares a brief summary of her findings to bring to the group meeting described in Module LA-003.05 (XUL).

SETTING: Independent.
MATERIAL: Commercial spelling programs--several on each grade level.
HOURS: 1 hour.
EVALUATION: Discussion in the following Module should indicate the accuracy of the student's observations.

MODULE LA - 003.05 (XUL): Seminar: Critical Analysis of Commercial Spelling Programs

OBJECTIVE: The student can identify various methods of spelling study (visual, kineasthetic, aural, multi-sensory) and relate these to her background of learning theory. The student can recognize different approaches to the selection and organization of spelling programs (i.e. approaches based on frequency of word use; spelling generalizations; alphabetic patterns, etc.)
PREREQUISITE: Experience described on Module LA-003.04 (XUL).
EXPERIENCE: Students meet in small groups according to the grade level of the program each has examined. After a short discussion a chairman of each group reports on the group's findings. The Instructor lists on the chalkboard methods of spelling study recommended and types or patterns of organization of content. By questioning, the Instructor attempts to have students relate their findings to their previous experience in both learning theory and linguistics.
SETTING: Small group meetings.
MATERIAL: Student's summary of findings from LA-003.04 (XUL).
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1½ hours.
EVALUATION: The quality of the students' reports and of their discussion.

MODULE LA - 003.06 (XUL): Clinical Observation on Spelling Instruction

OBJECTIVE:	The student determines the relative effectiveness of spelling instruction based on a list of word memorization.
PREREQUISITE:	None.
EXPERIENCE:	The student visits an elementary school teacher and interviews her on her observation of the relationships between student performance in list spelling tests and spelling accuracy in written assignments. The student then writes up her findings and suggests ways to overcome the weaknesses of list spelling instruction and to motivate students to spell with greater accuracy at times other than spelling lessons.
SETTING:	Independent within an elementary school.
MATERIALS:	Available experienced elementary school teachers.
LEVEL:	Early Childhood. Upper Elementary.
HOURS:	1½ hours.
EVALUATION:	Written report by student.

MODULE LA - 003.07 (XUL): Microteaching: Spelling

OBJECTIVE:	The student should be able to teach effectively a spelling lesson to her peer involving the peer's known spelling errors (identified by the Instructor during the course of the Language Arts Component). The multi-sensory approach should be used.
PREREQUISITE:	Modules LA-003.01 - 003.06 (XUL).
EXPERIENCE:	The student microteaches a spelling lesson to a peer involving the peer's identified spelling errors using the multi-sensory approach.
SETTING:	Media center. Two-student-group.
MATERIALS:	Videotape. List of individual's spelling errors.
LEVEL:	Early Childhood. Upper Elementary.
EVALUATION:	The student views her performance on videotape. The following criteria are suggested for her evaluation: identification of the causes of spelling errors, organization of instruction, clarity of instruction, utilization of visual aural, and kineasthetic modalities, performance of peer on trial tests. The students should have a follow-up meeting in a few days to see if the correct spellings can be recalled.

LA - 004.00 (XUL) Handwriting

General Objectives of Module Cluster

The purpose of this module cluster is to acquaint students with criteria for the evaluation of handwriting samples and of handwriting instruction, to offer students the practice needed to perfect the formation of their manuscript and cursive scripts, to enable students to diagnose the causes of handwriting difficulties, and to offer students the opportunity to practice instructional skills in a microteaching situation.

Prerequisites to the Module Cluster

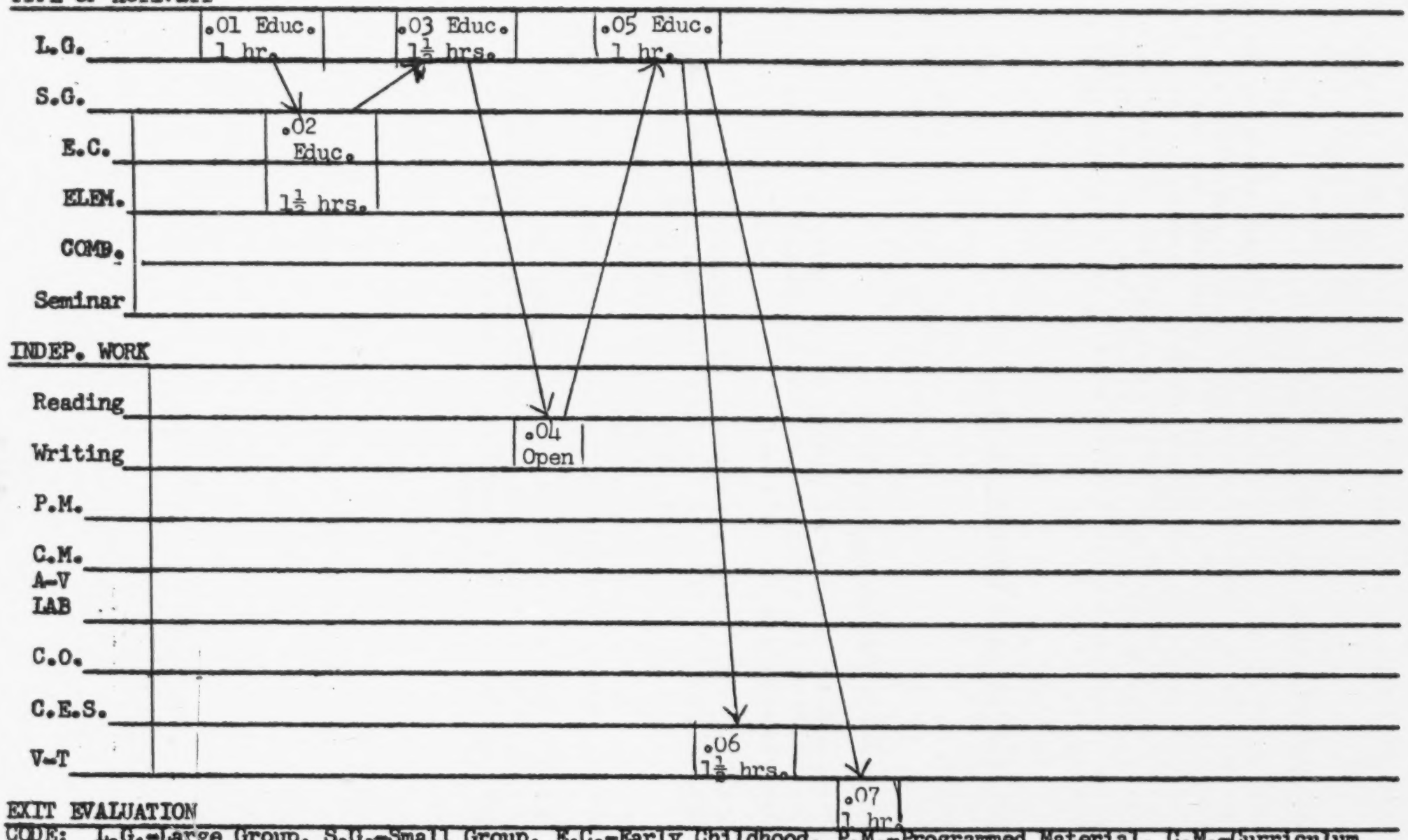
None.

Modules Within the Module Cluster

This module cluster contains seven modules each of which is related to an aspect of the objectives of the cluster; the modules are as follows:

LA - 004.01 (XUL): The Importance of Legibility
LA - 004.02 (XUL): Aims of Handwriting Instruction: Slant, Size, Spacing, Legibility, Conformity to Accepted Practice, Speed, Ease of Production*
LA - 004.03 (XUL): Handwriting Instruction in the Primary Grades*
LA - 004.04 (XUL): Practice in Manuscript and Cursive Script*
LA - 004.05 (XUL): Diagnosis of Handwriting Difficulties
LA - 004.06 (XUL): Microteaching a Handwriting Lesson
LA - 004.07 (XUL): Assessment

FLOW CHART - LA-004.00 (XUL)



CODE: L.G.-Large Group, S.G.-Small Group, E.C.-Early Childhood, P.M.-Programmed Material, C.M.-Curriculum Material, C.O.-Clinical Observation, C.E.S.-Clinical Experience School, V-T-Video Taps, COMB.-Combined

INSTRUCTIONAL HOUR SUMMARY:

Type of Module	Class Hours	Department
3 Large group lectures	3½	Educ.
1 Small group meeting	1½ (2 groups)	Educ.
1 Final examination	1	Educ.

MODULE LA - 004.01 (XUL): The Importance of Legibility

OBJECTIVE: The student should be able to identify handwriting as an influence on judgment of writing quality when handwriting is not specified as an evaluative criteria.

PREREQUISITE: None.

EXPERIENCE: Students assess two personal copies of two brief English compositions. The criteria for the evaluation is specified as the originality and ideas of the content, the style of the writing, the adherence to standard English, etc. Handwriting is notably absent from the lists of criteria. Both compositions have been handwritten and prepared so as the best writing on the criteria established is the poorest sample of handwriting and vice versa for the other composition.

SETTING: Large group, college classroom.

MATERIALS: Multiple copies and two prepared compositions.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: Discussion of grading results reveal that handwriting is an influence in the evaluation of each composition.

MODULE LA - 004.02 (XUL): Aims of Handwriting Instruction: Slant, Size, Spacing, Legibility, Conformity to Accepted Practice, Speed, Ease of Production

OBJECTIVE: The student should be able to inductively determine the purposes and problems of handwriting instruction.

PREREQUISITE: LA-004.01 (XUL).

EXPERIENCE: The Instructor should dictate a paragraph at a speed which would require fairly rapid writing by the students. The students should exchange papers and evaluate each other's papers using the following criteria:

1. acceptability of varied form of letters
2. slant
3. size
4. spacing
5. legibility

Discussion should follow considering the following questions:

1. What is essential in handwriting (legibility, communicability, reasonable speed with an economy of effort)?
2. What influences legibility? (physical writing conditions, speed, conformity to established patterns of letters, etc.)
3. What letters are most frequently in error and why? (letters similar in form, difficult combinations, letters with variable acceptable form).

After the discussion, the students should list the purposes of handwriting instruction and the factors that the elementary teacher must account for.

SETTING: Small group 1-12 students.

MATERIALS: Prerecorded paragraph for dictation with criteria for evaluation and discussion guides on Instructor-led group.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1½ hours.

EVALUATION: Student's list of purposes for and problems of handwriting instruction.

MODULE LA - 004.03 (XUL): Handwriting Instruction in the Primary Grades

OBJECTIVE: The student should be able to perform the following:

1. state the reasons for the use of manuscript for initial handwriting instruction.
2. list specific writing readiness activities for the first grade.
3.. state the recommended length of a handwriting period in the primary grades.
4. describe the following writing equipment for primary grade pupils:
   a. pencil: size, surface, type of lead, eraser
   b. b. paper: type of ruling; size of spacing for first, second, third grades.
   c. desk: for left and right-handed pupils.
5. describe the position of the paper, the hand, and the writing instrument for both

manuscript and for cursive writing, for right and for left-handed pupils.
6. list activities that would reveal if a child prefers the use of his right or his left hand.

PREREQUISITE: Module LA-004.02 (XUL).
EXPERIENCE: Group lecture covering the above objectives.
SETTING: Large college group.
MATERIALS: Samples of pencils, papers, sample readiness activities, chalkboard, chalkboard liner.
LEVEL: Early Childhood.
Upper Elementary - Optional.
HOURS: 1½ hours.
EVALUATION: Experience described in Module LA-004.07 (XUL).

MODULE LA - 004.04 (XUL): Practice in Manuscript and Cursive Script

OBJECTIVES: The student should be able to differentiate between cursive and manuscript forms of orthography and produce the alphabet, upper and lower case, in both styles on lined tagboard, chalkboard, and paper.
PREREQUISITE: None.
EXPERIENCE: Students study models of both upper and lower case, cursive and manuscript forms of the alphabet, copy these forms, practice for greater clarity and ease when needed and reproduce them on paper, tagboard, and chalkboard.
SETTING: Two-student-team.
MATERIALS: Script Models, chalkboard availability, paper, tagboard, etc.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1 +.
EVALUATION: Student turns in to the Instructor tagboard samples and paper samples. Peer evaluation of chalkboard sample. A sample sentence can be produced in each form in an amount of time judged to be reasonable by Instructor's evaluation.

MODULE LA - 004.05 (XUL): Diagnosis of Handwriting Difficulties

OBJECTIVE: The student should be able to diagnose handwriting difficulties and prepare a program for remediation.

PREREQUISITE: None.

EXPERIENCE: Each student copies in cursive a paragraph in a reasonable length of time. Students exchange papers and each marks errors and/or difficulties using the following criteria: letter formation and connection; color and shading, slant, size of writing, spacing, etc. The student then proposes a program of further diagnosis and/or imporvement.

SETTING: Large college group.

MATERIALS: Paper, pencil, chalkboard to list criteria or prepared list of criteria.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1 hour.

EVALUATION: Selections returned to Instructor. Handwriting difficulties diagnosed with reasonable accuracy. Additional diagnosis proposed where sample contained few difficulties. Prepared program evaluated. Student papers returned and two-student groups formed for microteaching experience in Module LA-004.06 (XUL).

MODULE LA - 004.06 (XUL): Microteaching a Handwriting Lesson

OBJECTIVE: The student should be able to carry out a program of individual remedial instruction in handwriting.

PREREQUISITE: Modules LA-004.04 and 004.05 (XUL).

EXPERIENCE: The student prepares a handwriting lesson based on diagnosis of a peer's handwriting difficulty (preferably the peer who furnished the handwriting sample in Module LA-004.05 (XUL). Modeling demonstration, resolution of any impinging physical factors, practice are some of the stategies to be used. The student teaches the lesson to her peer while videotaping. The lesson is evaluated by the student and if deemed necessary is retaught.

SETTING: Two-student-group in media center.
MATERIALS: Videotaping equipment.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1½ hours.
EVALUATION: Self-evaluation.

MODULE LA - 004.07 (XUL): Assessment

OBJECTIVE: The module is designed to test both the cognitive and performance objectives of the previous modules.
PREREQUISITE: Modules LA-004.01 - 004.06 (XUL).
EXPERIENCE: Written examination covering both cognitive and performance objectives of Handwriting Cluster. Timed handwriting samples and diagnosis of handwriting difficulties should be included as parts of the evaluation.
SETTING: Large college group.
MATERIALS: Written examination.
LEVEL: Examinations appropriate to both Early Childhood and Upper Elementary Majors.
HOURS: 1 hour.
EVALUATION: Student answers questions in the examination with an accuracy of 85 %. Handwriting samples judged both legible and acceptable for modeling; diagnosis of errors of sample penmanship 90 % accurate.

LA - 005.00 (XUL) Writing

General Objectives of Module Cluster

The purpose of this module cluster is to make students aware of stylistic conventions employed by quality writers of prose and of poetry, of the importance of a creative classroom climate in the fostering of creative expression, of a variety of motivational ideas and beginning forms to encourage creative writing in the classroom, and to offer students the opportunity to microteach one creative writing lesson with elementary school children.

Prerequisites to the Module Cluster

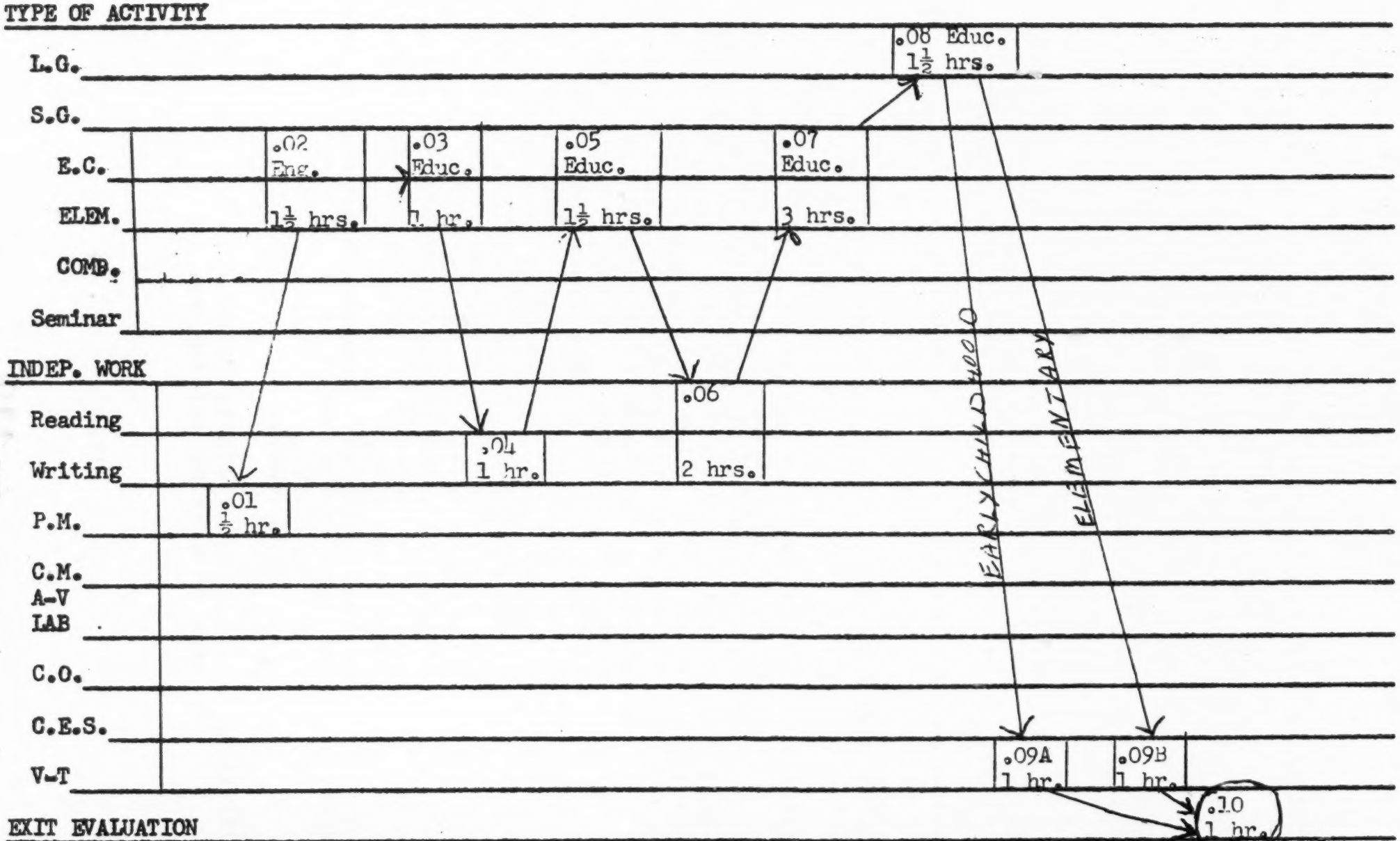
Completion of Linguistic Module Clusters LF-001.01 - LF-005.09 (XUL) and Children's Literature course.

Modules Within the Module Cluster

This module cluster contains ten modules each of which is related to an aspect of the objectives of the cluster; the modules are as follows:

LA - 005.01 (XUL): The Differences between Creative and Practical Writing
LA - 005.02 (XUL): Paragraph Construction
LA - 005.03 (XUL): Poetic Figures of Speech*
LA - 005.04 (XUL): Sentence Construction
LA - 005.05 (XUL): Role of Motivation in Writing
LA - 005.06 (XUL): Independent Reading on Creative Climate*
LA - 005.07 (XUL): Examination of an Experimental Poetry Project: Kenneth Koch*
LA - 005.08 (XUL): Motivational Devices to Get Children Started and Simple Poetry Forms for Models*
LA - 005.09 (XUL):
A: Early Childhood: Microteaching: Group Story
B: Elementary: Microteaching: Poetry
LA - 005.10 (XUL): Assessment

FLOW CHART - LA-005.00 (XUL)



CODE: L.G.-Large Group, S.G.-Small Group, E.C.-Early Childhood, P.M.-Programmed Material, C.M.-Curriculum Material, C.O.-Clinical Observation, C.E.S.-Clinical Experience School, V-T-Video Tape, COMB.-Combined

INSTRUCTIONAL HOUR SUMMARY:

Type of Module	Class Hours	Department
1 Large group lecture	1½	Educ.
4 Small group meetings	1½ (3 groups)	Educ.
	1 (3 groups)	Educ.
	1½ (3 groups)	Educ.
	3 (2 groups)	Educ.
1 Final examination	1	Educ.

MODULE LA - 005.01 (XUL): The Differences between Creative and Practical Writing

OBJECTIVE: The student can sort writing assignments which are creative in nature from those which are practical.
PREREQUISITE: Module Clusters LF-001.00 - 004.00 (XUL).
EXPERIENCE: The student sorts topics for writing assignments into creative and practical categories.
SETTING: Independent.
MATERIALS: List of writing assignments and self-checking. answer sheet.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: ½ hour.
EVALUATION: Self-evaluation with filed answer sheet.

MODULE LA - 005.02 (XUL): Paragraph Construction

OBJECTIVE: The student can determine inductively some writing strategies employed by quality writers to construct paragraphs in expository prose.
PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL).
EXPERIENCE: Students attend a small group discussion session during which the Instructor either focuses 10 selected paragraphs from periodicals on a screen by overhead projector or each student is given copies of each paragraph. Discussion ensues concerning the organization of the paragraphs and the strategies chosen by the writer to achieve his purpose. Topic sentences are identified from supporting data. Examples of the use of details, definitions, analogies, contrasts, comparisons, cause-effect, enumeration of a sequence of events, and so forth are identified also.
SETTING: College classroom - approximately 15 students.
MATERIAL: Selected paragraphs.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1½ hours.
EVALUATION: Quality of students discussion and identification of writing strategies.

MODULE LA - 005.03 (XUL): Poetic Figures of Speech

OBJECTIVE:	The student can recognize some of the writing strategies employed by poets in their poetry.
PREREQUISITE:	Children's Literature or English course on Poetry.
EXPERIENCE:	Students attend a small group discussion session during which the Instructor either focuses some selected exerpts from poetry or entire poems on a screen by the overhead projector or gives each student copies of the poetry to be discussed. Discussion ensues regarding the poetic devices or strategies employed in the examples, i.e. rhyme, free verse, simile, metaphor, alliteration, personification, onamatopoeia, and so forth.
SETTING:	College classroom - approximately 15 students.
MATERIAL:	Selected example of poetry.
LEVEL:	Early Childhood. Upper Elementary.
HOURS:	1 hour.
EVALUATION:	Student can identify the figures of speech, etc. employed in a handout to be completed after class and returned to the Instructor.

MODULE LA - 005.04 (XUL): Sentence Construction

OBJECTIVE:	The students can produce sentences of varying constructions containing the same bit of information.
PREREQUISITE:	Module Clusters LF-001.00 - LF-005.00 (XUL).
EXPERIENCE:	The students are given 10 separate bits of information each of which she is required to restate in five different sentences of varying construction, thus producing a total of 50 sentences. By this exercise students will be participating in the type of exercises recommended by generative grammarians to increase versatility of expression in sentence construction.
SETTING:	Independent.
MATERIAL:	10 bits of information.
LEVEL:	Early Childhood. Upper Elementary.
HOURS:	1 hour.
EVALUATION:	Students turn in to the Instructor their sentences.

MODULE LA - 005.05 (XUL): Role of Motivation in Writing

OBJECTIVE: The students can identify the superiority of highly motivated writing over sterile composition.
PREREQUISITE: Module Clusters LF-001.00 - 005.00 (XUL).
EXPERIENCE: The student attends a class session on writing. After the roll is called, the Instructor announces a group writing assignment without any prior preparation of the students, without setting the mood, without regard to experience or background, and so forth. After 25 minutes of class composition, the products are briefly self-evaluated, and some are evaluated by the group (without identifying the writer.) Discussion ensues concerning the limitations of this type of writing and the superiority of highly motivated individual assignments.
SETTING: College classroom; approximately 15 students.
MATERIAL: Paper and pencils for students.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 1½ hours.
EVALUATION: Students statements regarding the weaknesses of how the class assignment was conducted and how it could have been improved.

MODULE LA - 005.06 (XUL): Independent Reading on Creative Climate

OBJECTIVE: The students can list and describe specific features of a classroom climate which would encourage creative expression.
PREREQUISITE: None.
EXPERIENCE: The student reads independently one of the following references:
Applegate, Mauree. Freeing Children to Write. New York: Harper and Row, 1963.
Bowen, Mary E. Slithery Snakes and Other Aids to Children's Writing. Appleton-Century-Crofts, 1967.
Burrows, Alvina Treat; Jackson, Doris C.; Saunders, Dorothy O. They All Want to Write. Prentice-Hall, 1962. Third Edition.
Koch, Kenneth. Wishes, Lies, and Dreams. Chelsea House Publishers, 1970.
Walter, Nina Willis. Let Them Write Poetry. Holt, Rinehart and Winston, 1962.

SETTING: Independent.
MATERIAL: Available copies of the above books.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 2 hours.
EVALUATION: Students turns in a brief written evaluation of the reading, focusing specifically on the classroom climate recommended for the encouragement of creative expression.

MODULE LA - 005.07 (XUL): Examination of an Experimental Poetry Project: kenneth Koch

OBJECTIVE: The student can identify the type of classroom climate established by Kenneth Koch in his experimental poetry sessions with elementary school children on the lower East side of New York City. They can also specify the forms Mr. Koch utilized to get children started, the psychological principles he employed in his teaching, the ideas he used for motivation, and so forth.
PREREQUISITE: Module Clusters LF-001.00 - LF-005.00 (XUL).
Module LA-005.06 (XUL).
EXPERIENCE: The student listens to a two hour tape by Kenneth Koch in small group sessions. The Instructor should stop the tape periodically to reinforce specific ideas, to question students concerning their reactions to them, to correlate Mr. Koch's statements with those of their readings in Module LA-005.06 (XUL).
SETTING: College classroom, preferably group of no more than 15 students.
MATERIALS: Tape recorder and tape of Mr. Koch's address in New Orleans in the fall of 1970.
LEVEL: Early Childhood.
Upper Elementary.
HOURS: 3 hours.
EVALUATION: Participation in class.

MODULE LA - 005.08 (XUL): Motivational Devices to Get Children Started and Simple Poetry Forms for Models

OBJECTIVE: The student should be able to list at least ten simple motivational devices for creative writing in the elementary grades. For example, the use of color and/or form to stimulate ideas, the uncompleted story, and so forth. The student should also be able to identify the following simple poetic forms appropriate for elementary school children:

free verse	cinquain	limericks
couplets	diamante	
tanka	haiku	

PREREQUISITE: Module Clusters LF-001.00 - 005.00 (XUL). Modules LA-005.03, 005.05, 005.06, and 005.07 (XUL).

EXPERIENCE: Large group lecture on the above topics.

SETTING: Large group.

MATERIALS:
1. Handouts prepared by the Instructor with examples of the topics specified above.
2. Examples of children's writing using the illustrations of motivational ideas and/or the poetic forms.

LEVEL: Early Childhood.
Upper Elementary.

HOURS: 1½ hours.

EVALUATION: Experience described in Module LA-005.10 (XUL).

MODULE LA - 005.09A (XUL): Early Childhood: Microteaching: Group Story

OBJECTIVE: The student can elicit oral stories and record such stories with a small group of primary children.

PREREQUISITE: Module Clusters LF-001.00 - 005.00 (XUL). Modules LA-005.01 - 005.08 (XUL).

EXPERIENCE: The student microteaches a small group of students in creative writing. She first sets the mood and establishes some core of experience as the background of the writing. She elicits an oral story from the children, records it on chalkboard, and later makes copies of it to send to the children. The children may also be encouraged to illustrate the story individually.

SETTING: Media center.
MATERIAL: Small group of primary school children. Videotape.
LEVEL: Early Childhood.
HOURS: 1 hour.
EVALUATION: Student evaluation.

MODULE LA - 005.09B (XUL): Elementary: Micrcteaching: Poetry

OBJECTIVE: Using one of the strategies from the independent readings or from Mr. Koch's lecture, the student micro-teaches a small group of upper elementary school children in the media center endeavoring to motivate them to write poetry.
PREREQUISITE: Modules LA-005.01 - 005.08 (XUL).
EXPERIENCE: The student microteaches a small group of students in creative poetry writing, utilizing one of the strategies described in the independent readings of Module LA-005.06 (XUL) or recommended by Mr. Koch.
SETTING: Media center.
MATERIAL: Small group of intermediate grade children. Videotape equipment.
LEVEL: Upper Elementary.
HOURS: 1 hour.
EVALUATION: Student evaluation.

MODULE LA - 005.10 (XUL): Assessment

OBJECTIVE: The module is designed to test the cognitive and objectives of the Modules LA-005.01 - 005.08 (XUL).
PREREQUISITE: Module Clusters LF-001.00 - 005.00 (XUL). Modules LA-005.01 - 005.08 (XUL).
EXPERIENCE: Written examination covering the cognitive objectives of the Writing Cluster.
SETTING: Large college group.
MATERIAL: Written examination.
LEVEL: Examinations appropriate to both Early Childhood and Upper Elementary Majors.
HOURS: 1 hour.
EVALUATION: Student answers questions in the examination with an accuracy of 85 %.

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B. Summary of Tested Field Experiences

Program models of the Comprehensive Undergraduate and Inservice Teacher Education Project incorporated throughout their design sequences a variety of clinical experiences in either community schools or clinical schools. These field experiences were integral to the academic and professional content of the students' work pursued at the university and were intended to give students the opportunity to practice in a realistic setting the professional behaviors studied abstractly at the university, to furnish feedback on the students' performance, and to guide students in an evaluation of the concomittant learnings attending such clinical experiences. The Elementary Education Department of Xavier University considered that coordination between the courses of study at the university and clinical experiences within cooperating schools offered a rich potentiality for exploration and development. Thus the Department moved rapidly in this direction during the fall of 1970.

Xavier students intending to pursue a teaching career engaged in some types of community and youth service during their Sophomore year and received no academic credit for such activity prior to 1969. In 1969-1970 one semester hour credit was awarded for two semesters of Sophomore Activity for clinical experience. Additionally, Junior students scheduled clinical observation and participation in ongoing classrooms in preparation for student teaching in their Senior year. These experiences, however, tended to be isolated from university work and to be relatively unsupervised by the faculty of the Department.

In the fall of 1971, however, all Sophomore and Junior field experiences became coordinated with academic work in the university and were planned and supervised by faculty members of the Elementary Education Department. Types of clinical experiences scheduled included the following:

1. weekly storytelling sessions to small groups of children in public and parochial schools (Children's Literature).
2. assistance at school libraries (Children's Literature).
3. tutorial sessions (Elementary Reading; Primary Reading).
4. field observations of on-going lessons given in innovative language arts laboratories (Language Arts in the Primary Grades).
5. field observations of language arts lessons within the traditional classroom. (Language Arts in the Primary Grades).

6. micro-teaching of a literature lesson to a group of elementary school children accompanied by audio-feedback. (Language Arts in the Primary Grades).
7. structured observations of children in varying types of situations (Child Psychology; Educational Psychology).
8. structured observations of young children in a variety of preschools, i.e. day care centers, Montessori classrooms, traditional kindergartens, Workshop Way preschool classrooms, and so forth (Kindergarten Organization and Child Study; Child Psychology).
9. microteaching situations in tutorial reading with with videotaping and playback.

Xavier's brief encounter with the scheduling of field experiences has met with positive responses from both cooperating schools and from Xavier students. It has, however, involved a great amount of the Instructors' time and energy, and will probably necessitate the addition to the teaching faculty, of a full-time Director of Clinical Experiences. This person could act as a liason with cooperating schools in the scheduling and evaluation of such experiences. The Director of Clinical Experiences could also help in the increased use of videotaping equipment with clinical work that involves feedback.

Report forms utilized by Xavier students for clinical experiences of 1970-1971 immediately follow.

FORM FOR CLINICAL EXPERIENCES IN CHILDREN'S LITERATURE

NAME _____ DATE _____
SCHOOL _____ LEVEL _____

Title of Story or Poetry: _____
Author _____
Illustrator _____

Visual Aides Used: _____

How did you introduce your story, or poem? _____

Did you clarify any concepts or vocabulary before beginning?
_____ If so which? _____

What questions did you use to stimulate oral language, and to get the reactions of the children? _____

Generally, how did the children react to the story? _____

Did the story appear to hold more interest for some than for all the children? _____

Why did you select this book? _____

Would you use it again? _____ If not, why? _____

REPORT ON MICROTEACHING

School: _____ Student: _____
Level: _____ Partner: _____
Number of Students: _____ Date: _____
Nature of the Lesson: _____

Objectives:

Descriptive Objectives: _____

Behaviorial Objectives: _____

Materials: _____

General Procedures: _____

Follow-Up Activities by Children: _____

Evaluation of the Children's Attainment of the Behaviorial Objectives: _____

Evaluation:

Personal Evaluation: _____

Peer's Evaluation: _____

A STUDENT"S OBSERVATION SHEET

NAME _____ SUBJECT _____

DATE _____ LEVEL _____

1. Teacher's aim (state briefly)

_____

2. Kind of lesson (underscore)
   Study -- expository -- inductive -- deductive -- information -- appreciation -- expository -- drill -- review -- testing.
   Other types _____
3. Teaching procedure (underscore)
   Lecture or story -- illustration -- demonstration -- dramatization -- question and answer -- exercises -- problems -- activity unit -- projects -- experimentation -- self-discovery -- topical report -- discussion -- social recitation -- contest -- drill -- visual instruction -- textbook.
4. Assignment
   How made (underscore). Textbook -- textbooks plus outside reading -- textbook with comment on important points -- topical assignment -- problem -- study assignment -- outline -- mimeographed sheets -- cooperative assignment -- special assignment in activity unit -- continuation of unit -- contract -- conference.
   How motivated _____
   _____
   How were individual differences provided for in the assignment? _____
   _____
   _____
5. Method of procedure. Give a brief outline of how the class work proceeded. _____
   _____
   _____
6. Materials used (underscore)
   Maps -- blackboard -- globe -- charts -- notebooks -- reference books -- pictures -- outline -- mimeographed sheets -- posters -- bulletins -- magazines -- clippings -- drawings -- specimens, real or otherwise -- models -- seat work -- latern slides -- graphs -- cartoons -- construction paper -- scissors -- paste -- crayons -- clay -- real objects -- other materials: _____
   _____
7. Give a brief statement of how the work period was concluded. _____
   _____
8. Pupil reaction (underscore)
   a. Pupil response: Whole-hearted -- good -- fair -- listless -- noisy and careless
   b. Classroom atmosphere: Excellent -- good -- fair -- strained -- sullen
   c. Pupil initiatives: Evident -- little evident -- lacking

d. Pupil cooperation: Whole-hearted -- good -- fair -- little -- none
e. Pupil preparation: Excellent -- good -- fair -- little -- none
f. Pupil interest: Enthusiastic -- attentive -- indifferent -- inattentive
g. Pupil activities: Pupil-centered -- pupil-teacher cooperation -- teacher-dominated

9. Educational outcomes emphasized (underscore)
Skills and habits -- information -- attitudes -- ideals -- modes of thought -- standards of value.

10. Reactions:

C. 1970-1971 Conferences Attended by the Xavier University Staff

During 1970-1971 members of the Elementary Education Department of Xavier University were able to attend a number of conferences because of the availability of travel funds furnished by the grant of the U.S. Office of Education. Several types of conferences were attended: those which were sponsored by the member institutions of the Consortium of Southern Colleges and Universities, those not sponsored by the Southern Consortium but which concerned performance-based teacher education, and those of general professional interest pertaining to areas under revision by Xavier, notably in the field of Language Arts.

The meetings involving Consortium members, particularly the meeting at Livingston University in January 1971, were invaluable because they enabled Xavier staff members to learn the problems encountered by universities of similar constraints and purposes when considering, planning, and implementing performance-based teacher education programs. General meetings deepened the staff's understandings of performance-based teacher training in general. The Conference on the Language Arts sponsored by the National Council of the Teachers of English not only furnished numerous ideas on current materials and innovations, but also exposed staff members to the work being field tested by the University of California, Ohio State University, the Seawell Public Schools of North Carolina, Temple University and Portland State University because of funds awarded through the Education Professions Development Act by the U.S. Office of Education. The ideas stemming from Xavier's attendance at these meetings and conferences furnished important input for the work accomplished during 1970-1971 and for the work planned for the immediate future.

III

CONCLUSIONS

The preceeding report indicated the major steps already completed in the revision of the teacher education program at Xavier University. It by no means included all the minor innovations incorporated into existing courses, or innovations contemplated in the immediate future. Students are being furnished behaviorial objectives covering related material in numerous course offerings, and more independent work accompanied by self or peer evaluation has been added to many course experiences. Several important innovations are being planned for Freshmen students as a general orientation to Professional Education by Sister Maria Amata for the fall of 1971. Contemplated innovations for Freshmen include the following:

> Educational Psychology is being re-written into modular form by its Instructor, Sister Celestine Hodel. Systems analysis will continue to be applied to all Methods courses, particularly those concerned with Reading. Continued field testing of Language Arts modules described in the preceeding chapter will occur.

The staff of the Elementary Education Department of Xavier University deemed it a tremendous opportunity to study the program models of the Comprehensive Undergraduate and Inservice Teacher Education Project sponsored by the U.S. Office of Education. The overall quality of the models, their realistic appraisal of present-day edficiencies in the training of elementary school teachers, and their outstanding attempts to chart a new direction in teacher education offered a challenge to the staff to appraise, evaluate, and revise the teacher education program at Xavier University. Each member of the staff felt that his personal vision of the education of contemporary teachers had been enlarged and each knew that innumerable benefits would accrue to the Department of Education of Xavier University because of the grant from the U.S. Office of Education.

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